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AN INVESTIGATION INTO THE UTILIZATION OF GEOGRAPHY AND HISTORY AS INTEGRATING DISCIPLINES FOR SOCIAL STUDIES CURRICULAR DEVELOPMENT IN A PUBLIC SCHOOL SYSTEM.

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TO ORGANIZE A NEW CURRICULUM FOR THE STUDY OF SOCIAL SCIENCES A 1-YEAR PROGRAM WAS INSTITUTED TO STUDY THE EFFECTS OF AN INTEGRATED HISTORICAL-GEOGRAPHICAL APPROACH. GROUPS AT THE FOURTH-, SIXTH-, AND EIGHTH-GRADE LEVELS WERE USED. THE OBJECTIVE DATA WERE GATHERED FROM THE IOWA WORK STUDY SKILLS AND THE SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, INFORMAL DATA COMING FROM STUDENTS AND TEACHERS. ANALYSIS OF THE OBJECTIVE DATA INDICATED THAT IT WAS POSSIBLE TO PROVIDE A CURRICULUM WITHIN WHICH CONCEPTS OF REGION, CULTURE, AND CIVILIZATION WERE AS EFFECTIVE AS THE TRADITIONAL APPROACH. ANALYSIS OF THE INFORMAL DATA SHOWED INCREASED ENTHUSIASM ON THE PART OF STUDENT AND TEACHER ALIKE. THE PROJECT IMPLIED A NEED FOR DEVELOPING (1) A NEW METHODOLOGY, (2) NEW TEACHING MATERIALS, (3) CLOSER ASSOCIATION WITH INTERESTED INSTITUTIONS OF HIGHER LEARNING, (4) STUDIES OF STUDENT COMPREHENSION, AND (5) A UNIFORM SOCIAL SCIENCES VOCABULARY. TO EFFECT A MORE COMPLETE STUDY AND EVALUATION OF STUDENT DEVELOPMENT A 5-YEAR STUDY WAS RECOMMENDED. (PM)

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AN INVESTIGATION INTO THE UTILIZATION OF GEOGRAPHY AND HISTORY AS INTEGRATING DISCIPLINES FOR SOCIAL STUDIES CURRICULAR DEVELOPMENT IN A PUBLIC SCHOOL SYSTEM

Cooperative Research Project Number E-028

Ridgway F. Shinn, Jr.

Rhode Island College
Providence, Rhode Island
1964-1965

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To all of these persons and many more, I would acknowledge my indebtedness and express my gratitude.

June, 1965

Ridgway F. Shinn, Jr.
Project Director

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I

STATEMENT OF THE PROBLEM

Introduction. In the last four or five years, there has been an increasing awareness among persons working in the area of social studies curriculum that there was need for a careful examination of the rationale upon which existing social studies curricular patterns are based. Most persons are familiar with the fact that the present patterns date, in the main, from about 1916.[1] The condition of the United States in its internal sociological and economic organization as well as in its international involvement and responsibilities is drastically different from that of 1916. Serious questions have been posed about the adequacy of existing curricular patterns.[2]

In response to these questions, there have been a number of parallel developments under the sponsorship of the major learned societies in the United States.[3] Some of these projects have moved along very quickly; others are moving more slowly. It is already apparent that one of the critical issues now facing developers of social studies curriculum is that of finding a suitable framework or structure within which to accomodate the increasing material from the disciplines of the social sciences.

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[1] See the essay, "Changing Perspectives in the Social Studies," in Erling M. Hunt, and others, High School Social Studies Perspectives. Boston: Houghton, Mifflin, 1962, p. 3, ff.

[2] See the suggestions made by Samuel P. McCutchen, "A Discipline for the Social Studies," Social Education 27:61-65, February, 1963.

[3] These are summarized in footnote 7, Ridgway F. Shinn, Jr., "Geography and History as Integrating Disciplines," Social Education 28: 396, November, 1964.

The Problem. The Providence Social Studies Curriculum Study is an investigation into the structure of social studies curriculum. It is an investigation of the theory that it may be possible to utilize geography and history as integrating disciplines for the development of social studies curriculum. It is an investigation that is based upon certain assumptions:

1. That social studies curriculum must have ultimately a valid theoretical basis from kindergarten through grade 12.

2. That it must be designed to fulfill aims which are appropriate for the present age and the foreseeable future.

3. That it must provide a mode to accomodate concepts, content, vocabulary, and certain aspects of method out of the six major disciplines of the social sciences.

4. That geography in its broadest sense and history in its broadest sense can be used logically and effectively as integrating disciplines.

Thus, the first question which this study examines is this: Is it possible to use geography and history as integrating disciplines, to develop instructional guides and materials based upon this theoretical basis, and to use these effectively with the full ability range of pupils in a public school system?

Beyond this question, the present study was designed to examine an added dimension in the area of the development of social studies curriculum. There are, at least, five different groups of persons who must be involved in such development. First, there are the academic specialists in the six social science disciplines who are aware of the best current thinking within a given discipline. Second, there are the specialists in human growth and development and learning theory who are acquainted with current theories of learning. Third, there are those persons who are theorists of social studies curriculum who wish to take the best thinking of social science specialists and of learning theorists and use these insights for curriculum development. Fourth, there are the administrators of public school systems, superintendents, assistant superintendents, supervisors, principals, curriculum coordinators, and so on, whose task it is to run the school system in light of continuing problems of staffing, financing, maintenance, and the like. Fifth, there are classroom teachers who are knowledgeable about the particular characteristics of the youngsters with whom they deal. Classroom teachers have recently been bombarded with much new material in such areas as mathematics and science and are aware of increased demands upon their time and skill. It is apparent that one of the key problems of successful curriculum development is that of involving all of these groups of persons in an effective, cooperative manner for each has a significant role to play.

This investigation has proceeded upon the additional assumption that it is essential to involve all of these groups of persons and that it is essential to have the particular skills and knowledge of each group contribute to the development of social studies curriculum. This dimension of the study may properly be labeled "action research" and this is of particular significance for social studies since, of all curricular areas, this one has lagged furthest in new approaches. It is essential that viable modes of reorganizing the social studies curriculum get put into effect promptly.

This study examines a second question: Is it possible to involve persons from differing interest groups, to draw upon their particular knowledge and skills effectively in the conduct of a particular curricular investigation, and to have them help prepare for putting the results into effect promptly?

The Setting. This investigation drew upon the personnel and resources of Rhode Island College and the Providence Public Schools. It was from these two educational enterprises that persons were selected and involved in this study.

Rhode Island College is a state-supported institution which, for more than a hundred years, has been the state's primary source of elementary school teachers. Located partially in the city of Providence and adjacent to one of its high schools, Rhode Island College has a long association with the Providence Public Schools: it has used these schools for student teaching; it has selected certain of the Providence teachers for training as cooperating instructors; until about 1959, it served a city school district through its campus laboratory school. Rhode Island College has been the primary institution within the state to provide graduate programs leading to the master of education degree. Thus, Rhode Island College has a tradition of concern about public education, has the technical and library facilities to make it possible to support educational research, and has an excellent staff in the areas of social sciences, history, and behavioral sciences. It should be noted that this particular study was the first time that Rhode Island College used the Providence Public Schools for any major or extensive educational research.

The Providence Public Schools include thirty-nine elementary schools, eight junior high schools, and four senior high schools. Over eleven-hundred teachers are presently employed. A new superintendent, Dr. Charles A. O'Connor, took office in July, 1964. He presently has two assistant superintendents concerned with instruction, Mr. Edmund Quinn for secondary schools, and Dr. George O'Brien, for elementary schools. A supervisor for junior high schools, Dr. Catherine Casserly, and two supervisors for elementary schools, Miss Gertrude Coleman and Miss Doris Haslehurst, and the Director of Curriculum Research, Mr. Anthony Russo, comprise the administrative persons who have been directly involved with this investigation. It should be noted that the Providence Public Schools currently lack supervisors in social studies or any other major curriculum area.

Large city school systems in northeastern United States have common characteristics and these are true, also, in Providence. The city of Providence is the core city of a standard metropolitan area.. The population of Providence declined from the 1940 to the 1960 census. Industry has moved out of the city to more modern plants so that revenue for schools has declined relatively, at the same time that public expectations of the schools have risen. Much of the school plant is in need of considerable repair in spite of a building program that has resulted in several fine, new elementary buildings. The budget for instructional materials has been repeatedly cut in recent years so that textbooks and other materials are not fully adequate. An attitude of passivity and almost hopelessness is characteristic of many teachers. Providence has its racial-ethnic concentrations with all of the problems that result. There are many public housing projects.

It is obvious that the educational problems of the United States must be addressed and solved in city school systems like the Providence Public Schools for this, after all, is where the vast majority of American young people are being educated. And colleges, such as Rhode Island College, in urban settings have an opportunity to close the gap between the research frontier and the classroom.

Definition of Terms Used.

Social Sciences. The disciplines of anthropology, economics, geography, history, political science, and sociology taught at the collegiate level and comprising distinct areas of organized knowledge with concepts, content, vocabulary, method, and means of validating evidence.[4]

Social Studies. The content selected from the social sciences for instruction at the elementary and secondary levels.[5]

History. That area of disciplined knowledge which deals with the problems of man and his varied relationships in the perspective of time; this knowledge may be transmitted from one generation to the next.[6]

Geography. The study of the location and interaction of phenomena on the earth's surface. The term "phenomena" implies both physical and cultural types, that is, those which would exist independent of man's occupance of earth (climate, landforms, water features, etc.) and those which are the result of man's activities (cities, highways, farms, political boundaries).[7]

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[4] Shinn, Social Education, 395.

[5] Ibid.

[6] Ibid., 399.

[7] Ibid., 398.

Integrating Discipline. An area of knowledge which draws upon concepts, method, content, and vocabulary from other and, usually, closely allied fields.[8]

Control Group. A random selection of pupils from a given grade level in the Providence Public Schools who had no direct contact with experimental materials.

Experimental Group. A random selection of pupils from a given grade in the Providence Public Schools who had full contact with experimental materials.

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[8] *Ibid.*, 397-8.

II

OBJECTIVES AND THEORY

Objectives. This study into the possibility of utilizing geography and history as integrating disciplines for the development of social studies curriculum was designed for one year in order to determine the feasibility of the approach. The objectives of the study can, without doubt, be more adequately examined in a study which covers a longer chronological period. The following were stated as objectives in Appendix A to the contract with the United States Office of Education:

1. To test and evaluate a new approach to the organization of social studies curriculum.

2. To find a mode of placing expanding content from the social science disciplines within a suitable curricular framework for social studies instruction.

3. To develop and test for 4th, 6th, and 8th grades appropriate experimental materials based upon the theoretical assumption that geography and history can be used as integrating disciplines.

4. To find out specifically about the usefulness of the concept of a culture area as a framework for organizing instruction in geography in the elementary grades.

5. To determine and evaluate gains and/or losses in the acquisition of content, the development of skills, and the formation of concepts as a result of using this approach.

6. To find out specifically about the usefulness of the concept of a civilization as a framework for organizing instruction in history in the secondary grades.

7. To determine whether it is better to use an ancient civilization or a contemporary "living" civilization as an initial area of historical investigation.

8. To demonstrate that a small college can relate to a public school system in the area of curriculum development and that such relationship can bridge the gap between social science specialists and social studies teachers.

Theory. This study is based upon the idea that it is possible to identify the structural framework of each of the social science disciplines in the sense that Jerome Bruner has proposed in his book, The Process of Education.[1] If it is possible to develop a series of studies or statements which will be an accurate definition of the structure of knowledge of each of the six social science disciplines, then it should be possible to design a curricular framework which will systematically relate these concepts in a meaningful way.

The proposition behind this investigation is best stated in an article which the Project Director wrote and which was published in Social Education, November, 1964.[2] The suggestion contained in this article is that, in some sense, geography and history, even as disciplines of the social sciences, have an integrative nature. They have little content which is specifically their own. They draw upon other disciplines for content. Their viewpoint and their methodology are distinct. Each attempts to see man and his varied activities whole. Perhaps, then, geography and history are "natural" integrating disciplines, or, perhaps these two could provide the curricular framework within which it would be possible to relate concepts from each of the structural analyses of the six disciplines.

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[1] Jerome Bruner, The Process of Education (Cambridge: Harvard University Press, 1960), especially chapters 2 and 4.

[2] Ridgway F. Shinn, Jr., "Geography and History as Integrating Disciplines," Social Education 28: 395-400, November, 1964.

For purposes of analysis and for classroom instruction, any significant question in social studies will require investigation into and selection of content from the several disciplines. Thus, all instructional materials, units, lessons, charts, diagrams, and so on, were specifically designed to relate the conceptual structure of the six disciplines to the broad aims for social studies K-12 adopted by the Providence Public Schools.[3] At the 4th grade, the basic geographic concept of region was used as the integrating idea. At the 6th grade, the geographic concept of culture region was used while for the 8th grade, the historical concept of a civilization[4] provided the integrating idea. I would emphasize that, at every level, concepts were consciously and systematically selected and related from each of the six social science disciplines: anthropology, economics, geography, history, political science, and sociology.

The theoretical basis for this investigation, then, may be simply stated: It may be possible to identify the major concepts which comprise the structure of knowledge in each of the disciplines of the social sciences; it may be possible to use a geographic (man-land) and a historic (man-land-time) framework to select and relate concepts from the six disciplines; it may be possible, on this basis, to design instructional materials which will be teachable; it may be possible to use this approach to organize an entire social studies curriculum which will fulfill aims which are appropriate for the latter part of the twentieth century.

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[3] See below, Part IV, p. 17.

[4] See article Ridgway F. Shinn, Jr., "History - For What?" New England Social Studies Bulletin, October, 1963.

III

RELATED RESEARCH

Recent Social Studies Research. Because the area of social studies research is a relative latecomer to support by federal funds, the total amount of research into social studies curriculum theory is slight. There are several important listings of research that have been reported since 1960. In the May, 1964 issue of Social Education, Sylvia Harrison and Robert Solomon review the research conducted from 1960 to 1963.[1] Again in the May, 1965 issue of Social Education, the same authors review research conducted up to 1964.[2] Both of these listings indicate few studies in the area of total curricular design. Most of the studies deal with specific detailed aspects of current social studies programs. Professor John Gibson of Lincoln Filene Center, Tufts University, has compiled and published a survey of recent research and activities in the social studies.[3] Sylvia E. Harrison of Educational Testing Service prepared and published a listing of current research.[4] There are some studies currently under investigation which are closely related to the Providence study.

Significant Related Studies. Among the many research projects reported as completed or listed as being in progress, there are four which are of particular importance.

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[1] Sylvia E. Harrison and Robert J. Solomon, "Review of Research in the Teaching of Social Studies: 1960-1963," Social Education 28: 277-292, May, 1964.

[2] Sylvia E. Harrison and Robert J. Solomon, "Review of Research in the Teaching of Social Studies: 1964," Social Education 29: 281-290, May, 1965.

[3] John Gibson, New Frontiers in the Social Studies: Goals for Students, Means for Teachers (Medford, Mass: Lincoln Filene Center, 1965).

[4] Sylvia E. Harrison, "A Summary of Current Social Studies Curriculum Projects," Test Development Report (TDR-64-6) (Princeton, N. J.: Educational Testing Service, November, 1964).

Perhaps the most important investigation is the one being conducted at Syracuse University under a grant from the United States Office of Education and directed initially by Dr. Roy Price.[5] This study seeks to identify the major conceptual framework of each of the social science disciplines. This is a study which stretches over a three-year period and represents very careful, systematic work which is involving key national figures from the major academic disciplines. The material was not far enough along for use in this particular study when we needed it in the summer of 1964. But I believe that, by the summer of 1966, it will be possible to check and to modify, perhaps totally rewrite, the concept statements developed for use in the Providence study. The Syracuse Project will, hopefully, provide persons interested in the development of social studies curriculum on the basis of using an integrating discipline with authoritative and accurate guides into the structure of knowledge of each discipline.

The second study which seems particularly important in relation to the Providence project is that undertaken by Educational Services Incorporated at Cambridge, Massachusetts.[6] This study involves a group of key thinkers including Dr. Jerome Bruner, Dr. George Homans, Dr. Franklin Patterson, Dr. Morton White, and represents an extensive investigation into the structure of knowledge of the key disciplines. This project is just now in the process of developing and testing instructional materials.

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[5] Described in Gerald R. Smith, "Project Social Studies," *Social Education* 27: 257-259, November, 1963, and elsewhere.

[6] "The Social Studies Program: Spring Report, 1965" (Cambridge, Massachusetts: Educational Services Incorporated, 1965).

The entire project places much emphasis on the development of cognitive ability in youngsters. In the elementary project, an anthropological basis is used for integrating concepts and content. The junior high school project is using a historical basis as the framework for integrating concepts and content. The senior high school project is using the framework of philosophical inquiry around selected key issues out of 19th and 20th century Western historical experience. The approach being used in all of this investigation is one of seeking a new rationale for social studies curriculum. The social studies program of ESI is still in the process of development, but the approach holds much promise for the Providence study for the theoretical basis is quite similar.

The third study, which, I believe, will be of considerable importance to the Providence approach is another which is currently under investigation. This is an investigation into child development research at Merrill-Palmer Institute of Human Development and Family Life in Detroit. "Its purpose is to assess what is known about concept acquisition and readiness, and to relate this knowledge to specific problems in constructing and teaching social-science curriculum materials."[7]

The fourth study which has been of major significance and help to the Providence project is that directed by Dr. Lefton Stavrianos of Northwestern University under a grant from the Carnegie Corporation.[8] The World History Project of Northwestern is premised upon the same basis and approach that was used in the Providence study for grade 8. This is an approach which treats the major contemporary civilizations as entities and wholes. It approaches each civilization in an analytic rather than a chronological or lineal manner. The major drawback of the Northwestern study is that it has been pointed solely at the senior high schools. This is unfortunate in that current grade placement of content, such as world history, may well need to be shifted as various studies indicate reasonable and better alternatives for K-12 organization.[9]

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[7] Social Science Education Consortium Newsletter (West Lafayette, Indiana: Purdue University, February, 1965), 3. I also discussed this project with Dr. Morrisett, Director of SSEC.

[8] Lefton Stavrianos, A Global History of Man and Readings in World History, (Boston, Massachusetts: Allyn and Bacon, Inc., 1963).

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[9] It should be noted that we were unable to gain much clear information about the project at the University of Minnesota which would seem to have much to offer as it was still in its formative stages. Further, we did study the Greater Cleveland Social Science Program and found it not significantly related to the work in Providence.

IV

PROCEDURE

Background. The Providence study, including aspects of its theoretical basis and its procedure, rests upon considerable work undertaken prior to 1964. There is, of course, the very substantive work of the National Council for the Social Studies.[1] Further, the Rhode Island Social Studies Association, a statewide professional group, has provided leadership in social studies revision since 1961. In the absence of any curricular leadership from the Rhode Island State Department of Education, this professional group has conducted a series of meetings and conferences, has provided written reports and suggestions all pointing to the need for social studies revision.[2] This group has looked to the Providence study as a testing ground for many of the ideas incorporated in its reports.

That the Rhode Island Social Studies Association has had an influence is seen in a number of ways. In the fall of 1962, the administration of the Providence Public Schools appointed a social studies curriculum committee, along with committees in other areas. This committee,[3] under the able chairmanship of

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[1] See recent yearbooks of the National Council for the Social Studies, especially the 25th, 26th, 28th, 29th, 31st, 32nd, and 33rd.

[2] See *Report from Conference on Social Studies, June, 1962* (Providence: Rhode Island College, October, 1962); *A Report on the Workshop in Social Studies Curriculum, June 24-28, 1963* (Kingston, Rhode Island: Department of Education, University of Rhode Island, November, 1963); *Report on Conference on Social Studies, 1964, June 22-26, 1964: A Two Year Sequence in American Studies* (Providence: Rhode Island College, January, 1965). Each of these conferences was sponsored by the Rhode Island Social Studies Association and the institution named.

[3] See below, Appendix A, 5, "Members of the Providence Social Studies Curriculum Committee," p. 50.

Mr. Donald Driscoll, formulated a statement of aims which owes much to a statement that the Rhode Island Social Studies Association had formulated in 1961-62. Further, this committee was vertically organized and such organization had been recommended in all the various reports of the association.

Two very important steps were taken by the Providence Social Studies Curriculum Committee in 1962-63: drafting of a statement of aims and sketching a tentative outline of content to fulfill these aims. The following were approved in May 1963:

1. That the program of social studies in the Providence School Department be a continuous program for thirteen years, K-12, that it be sequential in its presentation, and that it be based upon the following aims:

A. To develop an understanding of the world, its physical and human composition and one's involvement in it.

B. To understand and appreciate democratic values in human relations; the development and potential of these values throughout the world. This includes a respect for the unique quality and worth of each individual, regard for his rights as a dissenter, and the uses of democratic processes for the resolution of conflicts and tensions and for achieving consensus on improvement.

C. To acquire functional information, concepts, and valid generalizations about man's physical environment and his varied political, social, and economic institutions that serve to carry out human needs and desires.

D. To gain information about and appreciation for the spiritual, aesthetic, and religious currents which contribute to the mainstream of civilization. The broad aim here is to create an awareness of and sensitivity to the interactions and contributions of seemingly alien cultures.

E. To develop, through the utilization of instructional materials suitable to the social studies, skills and techniques essential for critical thinking about human behavior and relationships.

2. That the social studies curriculum be based solidly upon the interrelated disciplines of anthropology, economics, geography, history, political science, and sociology.

The second step taken by this committee was to sketch a possible content sequence. This was based upon the hope that geography and history could be used as integrating disciplines. Therefore, geography as an integrating discipline would be used from kindergarten through grade 7, starting on an "expanding horizons" approach through grade 3, with a regional, especially culture region approach, through grade 7. History as an integrating discipline, would use a total civilization approach, from grade 8 through grade 11, including a two years sequence in American studies, and in grade 12, a study of contemporary, emerging world civilization and its many problems.

Beyond the work undertaken by various groups and committees prior to 1964, it is needful to describe the way in which Rhode Island College, the Project Director, the Research Assistants, and the Providence Public Schools have been interrelated. The Project Director has been released one-half time from his teaching duties at Rhode Island College; the project office has been located in one of the elementary school buildings where the Providence Curriculum Office is also housed. Thus, the Project Director has been attached to the Curriculum Office, under the general direction of the Providence Social Studies Curriculum Committee, to which he has continued to serve as consultant. When the time came in June of 1964 to select Research Assistants for the summer work, the following persons participated in the final selection: the Project Director, Mr. Russo, Mr. Driscoll, Mr. Quinn, Dr. O'Brien, Miss Coleman, Miss Haslehurst, and Dr. Casserly.[4]

The twelve persons who worked as Research Assistants[5] during the summer of 1964 comprised a group with great potential and with varied background. Their undergraduate work had been taken at five different institutions where four had majored in elementary education, one in English, two in social studies, two in secondary education, one in history, one in sociology, and one in art history. Six of the group held master's degrees, five of which had been earned at Rhode Island College. Three others had either taken graduate study or were actively working on master's degrees. The completed master's degrees were all in fields of education. Two members of the group had completed the special program at Rhode Island College for preparing cooperating instructors. The group represented membership in at least sixteen different local, state, regional, and national professional groups. Within the fields of the social sciences, three had taken work in anthropology and one claimed a primary interest in this field; nine had taken work in economics while three claimed primary interest; nine had taken work in geography while three claimed primary interest; all twelve had taken work in history and five claimed primary interest here; nine had taken work in political science but none claimed primary interest; eleven had taken work in sociology and three claimed primary interest. One member of the group had recently completed a master's thesis which was an analysis of those concepts children needed for success in fourth grade social studies.[6] This group of teachers in the Providence Public Schools, then, worked and studied to develop the necessary materials. From this group, three persons were assigned to the Curriculum Office and the project for the school year 1964-65. They, together with the project secretary, comprised the full-time staff.[7]

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[4] For office and function of each, see above,.p.5.

[5] See Appendix A, 1, "Research Assistants, Summer, 1964," p.48.

Procedure for Development of Materials. The following list summarizes the steps taken to develop instructional materials.

1. Study of the developmental and psychological characteristics of 4th, 6th, and 8th graders in the Providence schools, compared to research findings; analysis of statistical data about Providence school children.

2. Study of recent literature on learning theory; the two cooperating instructors had just completed considerable course work in this area.

3. Study in current literature on the social studies and the six disciplines of the social sciences: pertinent yearbooks of the National Council for the Social Studies; articles in Social Education; two key books: High School Social Studies Perspectives (Boston: Houghton, Mifflin, 1962) and The Social

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[6] Material based on an analysis of applications filed with Project Director, June, 1964.

[7] See Appendix A, 4, "Project Staff," p. 49.

Studies and the Social Sciences (New York: Harcourt, Brace, and World, 1962); the report of the Cubberly Conference at Stanford, 1963.[8]

4. Development of structural statements for each of the social sciences in conjunction with academic specialists.[9]

5. Development of major generalizations for each level, with a key to structural statements.[10]

6. Draft of curriculum guide for each grade level; reading, editing, producing it.[11]

7. Drafting of each resource unit; reading, editing, producing it.

8. Identification of supplementary materials needed; either securing them or writing and producing them.

The procedure followed was an attempt to develop teaching guides and units based on a systematic and conscious linking of aims for the total social studies curriculum to the conceptual framework of the social science disciplines for each segment of instruction. At each point also, focus was kept on using geography and history as integrating disciplines. Selection of content, then, had to be justified by the degree to which it would fulfill aims and would provide understandings to make it possible for youngsters to make the generalizations proposed.

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[8] See Bibliography below, p. 40 ff.

[9] See Appendix A, 2, "Consultants to Project," p. 48; see Appendix C, 1, "Concept Statements...," pp. 55-61.

[10] See Appendix C, 2, 3, 4, "Generalizations... Keyed to Concepts," pp. 62-66.

[11] See Appendix D, pp. 67-69 for listing of all materials developed.

Procedure for Using Materials. In order to examine the effectiveness of the materials, it was necessary to make plans for the ways in which they would be used. This involved decisions about selection of classes and of teachers, plans for informing and training teachers, an analysis of the roles that Project Director, Research Assistant for a given grade level, and teacher would play, and the development of suggestions for methodology.

The following were adopted as the criteria for the selection of classes:

1. Classes selected should have 30 to 35 pupils enrolled.

2. Classes selected should be as typical for each grade level as possible; that is, each class should reflect the pattern of distribution of ability for that given grade for the Providence Public Schools. Ability is defined here to mean both scores on Intelligence Tests and scores or marks in Reading Achievement.

3. Classes selected should not have student teachers assigned to them.

4. Classes selected for experimentation should be matched as nearly as possible to standard # 2 above with another class in the same school. This will tend to minimize the differential of socio-economic background in relation to school performance.

5. Classes selected for experimentation and control should have new pupils assigned on as equal a numerical basis as possible.

The following were adopted as the criteria for the selection of teachers:

1. Teachers selected should be willing to participate in the study.

2. Preferably, elementary teachers should have some formal preparation in the Social Sciences.

3. Preferably, junior high school teachers should have training in the Social Sciences.

4. At each level, the appropriate supervisors in the Providence Public Schools should be consulted and asked to make some judgment of interest and ability of the teachers.

5. Teachers working with control groups should be informed of their role. Such teachers should be comparable in interest and ability to teachers using experimental materials. When it is necessary to do so, the Director of this project together with appropriate school authorities should seek to supply teachers of control groups with equipment and materials in order that such teachers may perform at an optimum level under the existing curriculum.[12]

At certain times throughout the year, teachers were "briefed" on the program and involved in specific training. Teachers were in contact with grade level Research Assistants who provided continuous interpretation. Specific proposals were included on methodology in each of the grade level curriculum guides.

Procedure for Evaluation. Plans were made for two types of evaluation; the use of two standardized tests to provide for objective evaluation and the use of a variety of informal data. For both types of evaluative materials, the design and arrangement of the groups was the same. This was an adaptation of the design reported by Campbell and Stanley as "The Pretest-Posttest Control Group Design."[13] A random selection of students according to the general criteria stated above was made in September for three experimental and three control groups at each grade level. For these groups, measurement was made in October and again in May. The experimental variable was applied only to the experimental groups during the intervening period.

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[12] See Appendix A, 3, "Teachers Using Experimental Materials," p.49and, for composition of groups, Appendix B, pp.51-54.

The standardized tests used were the Iowa Work Study Skills Test, Form 1 and the Sequential Tests of Educational Progress (STEP), Social Studies, Form 4A (4th and 6th grades) and Form 3A (8th grades).

Informal data assembled consisted of varied materials. An attitude survey was developed and administered both in October and in May to all groups.[14] Teachers using experimental materials were asked to write an "impression" report every two or three weeks and indicate their experiences and reactions. Research Assistants and the Project Director made classroom observations. At certain points, Research Assistants taught one of the groups. Pupils in some of the classes wrote statements on different segments of the work. A questionnaire was filled out by all teachers. Art work, project work, photographs, and the recording of certain anecdotes also supplied informal evidence. Another type of impressionistic evidence was the comments and questions of parents whose youngsters were participating in the experiment.

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[13] Donald T. Campbell and Julian C. Stanley, "Experimental and Quasi-Experimental Designs for Research on Teaching," in N. L. Gage, ed., Handbook of Research on Teaching (Chicago: Rand McNally and Company, 1963), pp. 183 ff.

[14] For categories on which Attitude Survey was based, for sample instrument, and for analysis form, see Appendix F, p. 82 ff.

Procedure for Informing. Since this curricular investigation clearly had an "action" dimension to it, plans were made to inform many persons throughout the year. Each of the quarterly progress reports to the Cooperative Research Branch has been distributed, as a summary of quarterly activities, to persons involved in the project in Providence and at Rhode Island College. Five one-page statements have been distributed periodically to all teachers in the Providence Public Schools. Research Assistants and the Project Director have spoken to many different groups: PTA's, school faculties, social studies departments, administrators and supervisors, Rhode Island College elementary and secondary practicum groups, professional associations, the general public through television. There has been an average of one such presentation a week. An eight-page brochure "About the Study" has had wide circulation. Grade level curriculum guides and resource units have been distributed to key personnel involved in the project both in the Providence Public Schools and at Rhode Island College.

V

ANALYSIS OF DATA AND FINDINGS

Analysis of Process of Developing Materials. The process by which instructional materials were developed had several aspects which are of particular value. This process did involve classroom teachers directly in dealing with the fundamental premises upon which social studies curriculum might be based. These teachers were searching into the psychological, behavioral, and philosophical bases for social studies curriculum in a depth which few had experienced previously. Involvement of teachers in all stages of the development meant that the final suggestions for instructional materials were realistic and teachable for youngsters in the Providence schools.

Further, the process by which materials were developed, especially as aims, structure of the social science disciplines, generalizations, and content were related meant that the materials have a consistent rationale throughout them. Academic specialists could be used at special points most effectively for they could check the group's thinking. In specific units, especially the 8th grade units dealing with East Asian and Muslim civilization, specialists were able to give specific directions and to help to prepare materials.

The major handicap in the development of materials was the continual pressure of time. Because this study was limited to one year, many steps had to be taken tentatively and in haste in order to be able to continue. For instance, it would have been most desirable had there been a national, authoritative statement about the structure of knowledge of each of the social science disciplines so that we might simply have used this rather than developing statements ourselves. In addition, some of the materials are roughly written and poorly edited simply because of the pace of the work.

Analysis of Theoretical Basis. Both the geographic and the historical focus or framework proved fully as useful as had been anticipated in the theoretical statements.[1] The approach to region in the 4th grade made possible a series of studies about "wholes" — metropolitan regions, regions of extractive economic activity, and manufacturing regions — and, at the same time, made for needful links in understanding. The whole study of any of these regions did require the selection of content, vocabulary, concepts, and aspects of method out of each of the disciplines. The approach to culture region in the 6th grade, likewise, required the selection of these same elements out of each of the disciplines. The comparative approach to a series of topics dealing with Latin America and Africa also yielded the interesting dividend of training in the art of making comparisons. That youngsters gained in this ability became quite evident when two foreign students visited classes and were questioned. In the 8th grade, the whole view of a series of civilizations with emphasis upon the method of analysis also called upon selection of the same elements from each of the disciplines.

Thus, the materials that were developed were consistent with the theoretical basis upon which the study was based. They did require careful selection out of all the social science disciplines.

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[1] See above, p. 9.

One objective to which this study did not provide a very substantial answer is that dealing with the use of a "living" civilization as compared to an ancient civilization for an initial area of historical investigation. The judgment that the teachers made about interest level of their students indicates higher interest in a contemporary civilization. But this is much too limited a sample to draw any firm conclusions.

Analysis of Objective Data.[2] On Iowa Work Study Skills, W-1, "Map Reading," in the 4th grade, total growth in terms of mean score was equal for experimental and control groups; in the 6th grade, there was a slightly greater gain by the experimental group; in the 8th grade, there was a considerably greater gain by the experimental group.

On Iowa Work Study Skills, W-2, "Reading Graphs and Tables," in the 4th grade, the experimental group had greater growth than control groups; in the 6th grade, the control groups grew more than experimental groups; in the 8th grade, the experimental groups showed slightly greater gain.

On Iowa Work Study Skills, W-3, "Knowledge and Use of Reference Materials," in the 4th and 6th grades, the experimental group grew slightly less than the control group; in the 8th grade, the experimental group grew slightly more than the control group.

It should be noted, however, that the standard error of measurement is such that there are, with the exception of certain intra-school comparisons, no significant differences in growth.[3]

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[2] Data is presented in Appendix E, p. 70 and ff.

[3] *Manual for Administrators, Supervisors, and Counselors: Iowa Tests of Basic Skills* (Boston: Houghton, Mifflin Company, 1956), Table 7, pp. 73-75.

It seems, therefore, that no decisive conclusion may be based upon the data from the Iowa Work Study Skills Test. Youngsters in both groups grew about equally as well in terms of the skills which are measured by this test.

There is, however, one striking characteristic. This is the significant and consistently lower scores achieved by the middle 6th grade group which includes many youngsters from one "disadvantaged" section of Providence.

The same general result prevails for the data from the STEP Test. Here growth for the groups, as measured by this test and as evidenced by mean scores, is about the same with a slightly greater growth in control groups in 6th and 8th grades. But it should be noted here that some of the content illustrations are related to the more traditional and typical social studies curriculum. Thus, the 8th grade test includes considerable illustrative material from American History

It seems that the chief observation to be made from an analysis of the objective data is that, in terms of what these tests measure, the approach of building instructional materials based upon geography and history as integrating disciplines has been as valid as the traditional approach to social studies. This is a positive finding, especially in view of the short span of time within which materials were developed, teachers and classes identified, andthe entire investigation carried on.

Analysis of Informal Evidence.

1. The Attitude Survey provided considerable informal evidence about ideas and notions which youngsters held. The instrument used in this survey called for pupils to select an agreement

or disagreement response for each of 66 items, arranged from eight categories.[4] Perhaps the most significant observation to be made comes from a vertical view of the results: eighth graders tended to become considerably more definite in their views than 4th graders were.

In this sort of survey, it is difficult to measure the degree to which extra-school conditions, such as the war in Vietnam or the presidential election or the passage of a fair housing bill in Rhode Island, had to do with shifting attitudes. Evidence, through this instrument, is inconclusive with respect to the effect of this particular theoretical approach for organizing social studies curriculum on pupils' attitudes.

A careful analysis of the results of the attitude survey and an examination of the differing position held by groups in October and May does, however, provide some interesting observations. There seemed to be little trend or shift in attitude in the categories dealing with Primary Social Groups, Secondary Social Groups, Occupational Classification, Choice, and the Arts. But there were significant shifts in some of the attitudes, especially those held by pupils in the experimental groups, in the other categories. In the category, Racial-Ethnic Differentiation, there was a stronger, more definite attitude supporting more rights for more people. It was also quite apparent that 4th and 6th grade pupils were more idealistic in their approach to the items in this category than were 8th graders. In the category, News Media and Advertising, there were shifts in attitude which would seem to suggest a more critical viewing of television coverage of news and a more critical attitude towards the coverage provided in newspapers and magazines. In the category, the United States in the World, there were decided shifts in attitude which suggested that youngsters had gained some insight into the ideas that not all people of the world wish to be Americans, that people of other cultures have their own goals and patterns. Perhaps in these same categories, then, pupils were slightly affected by this social studies program with its aims calling for a focus upon the world and an understanding of it, for an understanding of individuals, and for the development of critical thinking abilities.

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[4] See Appendix F entire, p. 82 ff.

2. Teacher Reports indicate a high degree of interest and enthusiasm for the approach used in this study. At least three of the nine teachers have commented at some point throughout the year about the intellectual challenge and demands that this program has required of them. Their comments indicate considerable pleasure at being challenged and at continued learning. They all concur that it has required more hard work of them since there has been no single book in which assignments could be made. They are almost unanimous in voicing a concern about the development of appropriate instructional materials which will be written at suitable reading levels for Providence youngsters. They were unanimous in indicating that their youngsters gained considerably in their understanding of the world and their sense of involvement in it. Half of the teachers felt that the materials did definitely help youngsters to develop a respect for the unique quality and worth of each individual. That the program became increasingly pupil-centered is seen in the teachers' indicating that youngsters definitely did have experience in democratic processes as

they participated in class activities. Further, six of the teachers stated that they regularly used the concept materials from the six social disciplines as they prepared units and lessons; the others indicated an occasional use but made comment about the degree to which these concepts had become part of their regular thinking. Half of the teachers indicated that their youngsters had definitely developed in critical thinking; the other half indicated that their youngsters developed somewhat during the year. Teachers were unanimous in feeling that their youngsters had made substantial growth in social studies skills. Finally, all but two of the teachers indicated that the program could have gone more effectively had the project provided additional training sessions in how to handle the material. The teachers using experimental materials evidenced interest in social studies matters as they participated in the programs of the Rhode Island Social Studies Association in October, January, and May. Beyond this, teachers using experimental materials found the approach superior to what they had done in the past, and, therefore, wish to continue using them another year.

All of this is significant for it does indicate that it is possible to implement curricular innovation when sufficient staff and leadership is provided. Classroom teachers can be prepared to deal effectively with a new approach to social studies curriculum.

3. Pupil reports and activities would support the appropriateness of the project. Their written statements together with the wide range of materials they have developed all indicate their ability to grasp this approach. This is particularly noteworthy at the 8th grade level although here, it must be

pointed out, two-thirds of the youngsters involved reflected the top ability groups for Providence. In the closing weeks of May, all pupils in one of the elementary schools were asked to write "Impressions of School." This is an annual exercise. It is noteworthy that more than one-third of the pupils in an experimental sixth grade class indicated that the new social studies program was what they liked best out of the school year. They indicated that they enjoyed the questioning, the activity, the construction of maps and charts and the like, and the comparisons they could make about Latin America and Africa.

In one of the 8th grade experimental groups, an outstanding correlation with art was undertaken in conjunction with the resource unit on East Asia. Youngsters were instructed in the aesthetics and the practice of brush painting — and produced some superb paintings. Discussions, reports, all of the good techniques for effective social studies instruction were used and used effectively. Especially noteworthy was the increasing ability of youngsters to pose good questions.

Many vignettes could be cited to support the kind of enthusiasm and insight youngsters had in the classes using experimental materials. No class was dull or routine.

4. Observations by Research Assistants and Project Director all lead to the conclusion that teachers and pupils found the year's work well worth the time and effort. Observations in classes of control teachers confirmed the impression that good teaching was going on there as well, and, in some cases, "competitive" teaching.

Analysis of Relation between Rhode Island College and Providence Public Schools for Curriculum Development. It seems important to indicate that this project has resulted in a very close relationship between Rhode Island College and the Providence Public Schools. Academic specialists within the Division of Social Sciences at Rhode Island College have had an opportunity to work directly with several of the Providence teachers. Administrators in Providence look now to Rhode Island College to provide leadership and personnel in the area of developing social studies curriculum. Evidence of this may be seen in the recent request for Rhode Island College to provide support for social studies content in the anti-poverty project in Providence during the summer of 1965. It seems apparent that a small college, located within a metropolitan setting, can be of importance in helping to bring about curricular change in a large city school system.

VI

CONCLUSIONS AND IMPLICATIONS

Conclusions. The preceding analysis of data and findings would lead to a series of conclusions. First, it is possible to develop materials for social studies curriculum based upon the theory of using geography and history as integrating disciplines. It is possible to keep materials within the framework of this rationale. It is possible to involve classroom teachers in the process of developing materials. Materials emerge stronger for having persons with direct classroom experience participate in their development. Second, the use of the concepts of region, culture region, and civilization provides a vehicle within which concepts, content, vocabulary, and some aspects of method can be systematically related for purposes of classroom instruction. Teachers can be prepared to use materials that are developed on this basis. Third, objective data indicates that this theoretical approach permits youngsters to learn as well as a more traditional approach.[1] Fourth, informal evidence reflects high interest and enthusiasm on the part of teachers and pupils for this investigative approach to social studies. It also indicates that teachers and pupils can work effectively within the theoretical framework provided. Fifth, the entire study is itself a demonstration of the fact that a small college, which has an interest and possesses concerned academic specialists, can indeed provide leadership in helping a large public school system develop curricular innovation in the area of social studies. At present one of the concerns expressed by administrators in Providence is that we are unable to implement more widely what we have discovered this year. A climate of anticipation for curricular change in social studies presently exists, as a result of this year's project.

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[1] For experience others have had with evaluative instruments, see Harold Long and Robert N. King, *Improving the Teaching of World Affairs*: (Washington, D.C.: National Council for the Social Studies, 1964), Bulletin No. 35, p. 62 ff. Also see the study by Thomas M. Goolsby, Jr., "Interrelationship Among Seven Measures of Competency in Elementary Social Studies," *Dissertation Abstracts*, 24, p. 4540, May, 1964.

Implications. There are many implications of this study. It may be easiest to list them.

1. It is obviously desirable and feasible to involve regular classroom teachers in the process of curricular revision. Such involvement provides them with insights into the nature of the total social studies curriculum and into the problems of curriculum development. They return to their classrooms with a better understanding of the entire process of learning.

2. It is clearly important that social studies curriculum revision involve regular contact among college faculty members in the social science disciplines, curriculum theorists, specialists in learning theory, public school administrators, and classroom teachers. One of the areas where this project could have provided more intensive and extensive work was in updating the social science viewpoints and understandings of classroom teachers. Personnel was available but time was simply too scarce in this one-year study.

3. It is clear that social studies revision will necessitate the following, at least: an analysis of the total time available for social studies instruction; careful planning on a vertical basis to be certain that social studies aims are consistent for all levels of instruction; more study into the ways in which students can acquire an expanding conceptual framework for understanding the social sciences; careful planning to be certain that concepts do "spiral."

4. There is need for a central clearing house for all social studies curriculum revision and research projects. Presently, there are several places which are collecting pieces of information. It is important that information and insights gained in one research project be made immediately available to other projects.

5. There still is need for a national commission to go beyond the work contained in The Social Studies and the Social Sciences and prepare an authoritative, definitive series of studies into the conceptual framework of each of the social sciences. Hopefully, the Syracuse Project will provide such a statement.

6. There obviously is need for ideas for social studies revision to be thoroughly examined in public school classrooms. This project has yielded many suggestions and criticisms that may be used in rewriting instructional guides and materials. But these suggestions and criticisms are the direct outgrowth of one year's experience in using the materials.

7. Social studies revision has considerable implications for teacher preparation both pre-service and in-service. The precise lines on which this can best be developed are not yet fully clear. This is an area which will need further study. What is clear is the need for cooperation, again, among college and university academic specialists, theorists of the learning process, school administrators, and classroom teachers.

8. There is an almost staggering task in the development of instructional materials for classroom use. This will ultimately involve books, pamphlets, maps, charts, tables, films, filmstrips, photographs, and the like. Much is currently on the market which can be adapted, but much is simply not available. There are,

perhaps, three critical areas: materials dealing with Africa before the 20th century; materials dealing with metropolitan regions in the United States and in the world in mid 20th century; materials dealing with Muslim civilization, Indian civilization, and East Asian civilization that are accurately written for intermediate grades or junior high school reading level.

9. There is need for developing some evaluative instruments which will measure the conceptual development of youngsters. If the major tendency in social studies revision is to link the structure of knowledge of the social science disciplines to the social studies program through the progressive development of a conceptual framework, then we will need instruments which will measure the degree to which such an approach is satisfactory. Present instruments do not provide satisfactory measurement of this particular aspect.

10. It seems that we will need to become more attentive to aspects of methodology of the social sciences. Perhaps this is an area where some of the NDEA institute money could be focussed. There may well be considerable transferability in methodology. Certainly, this study has provided insights into the ways in which young people can be prepared to make valid comparisons.

11. Beyond all this, it seems necessary to carry on investigations to find out whether or not the broad aims of a social studies program can be made applicable to all the youngsters within a public school system. This investigation will take researchers into the nature of nursery school children since the large city school systems are now moving to provide publicly supported schooling for four-year olds. It will also be necessary to investigate in the area of children enrolled in special educa-

tion classes. Can educable or trainable youngsters acquire any of the conceptual framework? Is it desirable for them to do so? What special variations are needful for brain-damaged or physically handicapped youngsters?

12. There is need to identify the point at which youngsters have initial contact with the key social science concepts. The problem here is to determine what approach is possible to be certain that the youngster has an accurate basis upon which subsequent concept development can be based.

13. There is need to carry a study, such as the present one, over a period of years to determine the effect this has upon children's conceptual framework and understanding. The one-year study simply clarified the possibility of one approach to the organization of social studies curriculum. This approach must be studied over a five-year period to watch the development of youngsters.

14. There is need for persons working in social studies revision to be attentive to the development of vocabulary. Is it possible to develop a glossary which will provide an intellectually honest but simple definition of a key social science term at the level of comprehension a "normal" 8 year old would have and, at the same time, provide an expansion of this definition that would be meaningful to an 18 year old high school senior? It would seem that the "spiraling" of concepts will be carried by vocabulary.

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- Social Science Disciplines
- Skill Development
- Methods and Approaches to Social Studies Instruction
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Hanna, Paul, and others. Beyond the Americas. Scott, Foresman Company.

_____. In the Americas. Scott, Foresman Company.

Utley, M. and A. E. Aitchison. Latin America, Africa, and Australia. Ginn and Company.

Yates, H. O. How People Live in Central America. Benefic Press.

II. CLASSROOM MATERIALS

Espenshade, Jr., E. B. Goode's World Atlas. 12th edition. Rand McNally and Company.

Illustrated Atlas of Today's World. Rand McNally and Company.

Journal-Bulletin Almanac. Providence Journal.

Shorter Oxford Economic Atlas of the World. 2nd edition. Oxford University Press.

World Almanac. World Telegram and Sun.

3. MATERIALS FOR THE TEACHER

Alexander, R.J. Latin America. Scholastic Book Services.

A Report in Depth on Latin America: Newsbook. The National Observer.

Harris, R. Handbook of Map and Globe Usage. Rand McNally and Co.

Heine, J. A. and E. R. Kolevzon. Our World and its Peoples. Allyn and Bacon.

Hodgson, R. D. and E. A. Stoneman. The Changing Map of Africa. Van Nostrand.

Holt, S. World Geography and You. Van Nostrand.

Joy, C. R. Emerging Africa. Scholastic Book Services.

Junod, Resnick . The Handbook of Africa. New York University Press.

Madden, C. Latin America: Area Studies in Economic Progress. Scott, Foresman Company.

Pan American Union. Pamphlet Series. A pamphlet for each of the major countries of Latin America.

Today's World in Focus. Ginn studies in depth on Brazil, Africa, Mexico, Argentina, and Chile.

Wattenberg, B. and R. L. Smith. The New Nations of Africa. Hart.

Materials for Teaching about Civilizations - 8th Grade

All materials listed are currently in print.

1. PUPIL TEXTS

Bell, Oliver. The Two Chinas Scholastic Book Services.

Breasted, J. Ancient Times: A History of the Early World. Ginn.

Classroom Atlas. 4th edition. Rand McNally and Company.

Ewing, E. E. Our Widening World. Rand McNally and Company.

Fessler, L. Life World Library: China. Time, Incorporated.

Stavrianos, L. S. Readings in World History. Allyn and Bacon.

Thompson, E. Other Lands, Other Peoples: A Country-by-Country Fact Book. National Education Association.

2. CLASSROOM MATERIALS

Espenshade, Jr., E.B. Goode's World Atlas. 12th edition. Rand McNally and Company.

Illustrated Atlas of Today's World. Rand McNally and Company.

Journal-Bulletin Almanac. Providence Journal.

Shorter Oxford Economic Atlas of the World. 2nd edition. Oxford University Press.

World Almanac. World Telegram and Sun.

3. MATERIALS FOR THE TEACHER

Babian, H. The Middle East: Old Problems and New Hopes. Scott, Foresman Company.

Burrell, S. A. Elements of Western Civilization 1: The Main Strands of Development From the Beginnings to the 18th Century. Howard Chandler.

_____. Elements of Western Civilization, 2: The Main Strands of Development from the 18th Century to the Present. Howard Chandler.

Calderwood, J. Western Europe and the Common Market. Scott, Foresman Company.

Chen Chih-ping and Chen Shih-fu. Chinese History. China Publishing Company.

Chang, P.P. China: Development by Force. Scott, Foresman Company.

Cole, A.B. Forty Years of Chinese Communism. # 47, Service Center for Teachers of History, American Historical Association.

Dorf, P. Visualized Modern History. Oxford Book Company.

Hall, J. W. Japanese History. # 34, Service Center for Teachers of History, American Historical Association.

Hitti, P.K. The Arabs: A Short History. Henery Regnery Company.

Hucker, C.O. Chinese History. # 15, Service Center for Teachers of History, American Historical Association.

Hunsberger, S. Japan: Lesson in Enterprises. Scott, Foresman Company.

Kirchner, W. Western Civilization since 1500. Barnes and Noble.

Kublia, H. The Rim of Asia. Scholastic Book Services.

Martin, R. A Graphic Guide to World History. Henry Holt.

Morgan, K. W. Asian Religions: An Introduction to the Study of Hinduism, Buddhism, Islam, Confucianism, and Taoism. # 55, Service Center for Teachers of History, American Historical Association.

Palmer, R.R. *Historical Atlas of the World*. Rand McNally and Company.

Smith, W. *Islam in Modern History*. The New American Library.

Stavrianos, L. S. *A Global History of Man*. Allyn and Bacon.

_____. *Readings in World History*.

APPENDIX A

1. RESEARCH ASSISTANTS, SUMMER, 1964
2. CONSULTANTS TO PROJECT
3. TEACHERS USING EXPERIMENTAL MATERIALS
4. PROJECT STAFF
5. MEMBERS OF THE PROVIDENCE SOCIAL STUDIES CURRICULUM COMMITTEE

APPENDIX A

1. RESEARCH ASSISTANTS, SUMMER, 1964

Name	School Assignment	Prepared Guides for Grade:
Claire Andrews	Group Leader, Grades 1-3 Edmund W. Flynn	4
Mary Banigan	Coordinator, Curriculum Office	8
Jean Cahill	Grade 3, Joslin Street	4
Raymond Creegan	Cooperating Instructor, Grade 5, Vineyard Street	6
Lucy DiSarro	Cooperating Instructor, Grade 4, Veazie Street	4
John Fay	Social Studies, Grades 7-9 George J. West Junior High	8
Robert Hackett	Social Studies, Grades 7-9 Esek Hopkins Junior High	8
Ronald Karnes	Grade 6, Laurel Hill Avenue	6
Anne Kiberd	Chairman, Social Studies, Central High	8
Thomas McDonald	Principal, Regent Avenue	6
Lucia Perrotti	Grade 5, Gilbert Stuart	6
Edith Silva	Grade 4, Thomas A. Doyle	4

2. CONSULTANTS TO PROJECT

Name	Title	Function
John E. Browning	Assistant Professor of History, Rhode Island College	Consultant for development of concepts in history; resource person in summer, 1964 for ideas on Muslim Civilization
Ara Dostourian	Instructor in History, Rhode Island College	Consultant for development of 8th grade teachers using experimental materials
Samira Ghawaby	Graduate Student, Brown University	Lecturer on Egypt to 6th grade classes using experimental materials
Lawrence W. Lindquist	Associate Professor of Anthropology, Rhode Island College	Consultant for development of concepts in anthropology
Kenneth E. Lundberg	Associate Professor of Economics, Rhode Island College	Consultant for development of concepts in economics; consultant in development of economic content in 4th and 6th grade resource units

2. CONSULTANTS TO PROJECT (continued)

Name	Title	Function
Adeli Nadchuko	Undergraduate Student, Brown University	Lecturer on Nigeria to 6th grade classes using experimental materials
The Rev. George McGregor, O.P.	Director, Testing Center, Providence College	Scoring and sorting selected tests
Kenneth Munroe	Visiting lecturer, Programmer, Providence College	Developed program for and scored Attitude Survey
Armand I. Patrucco	Assistant Professor of History, Rhode Island College	Consultant for development of 8th grade materials on East Asian Civilizations
Allen B. Smith	Director, Educational Services Center, Rhode Island College	Secure, score, and sort STEP and IOWA tests
David Warren	Associate Professor of Political Science, University of Rhode Island	Consultant for development of concepts in political science
Marion I. Wright	Professor of Geography, Rhode Island College	Consultant for development of concepts in geography; consultant for development of materials on Africa

3. TEACHERS USING EXPERIMENTAL MATERIALS

Name	School	Grade
Lola Asti	Roger Williams Junior High	8
Kathryn Cunningham	Lexington Avenue	6
Mary Duffy	Camden Avenue	4
Catherine Hayes	Mary E. Fogarty	6
Patricia Houlihan	Joslin Street	4
Mary McCarthy	Venazio Street	4
Donald McKiernan	Gilbert Stuart Junior High	8
Marie Oatman	Broad Street	6
Donald Regan	Oliver Hazard Perry Junior High	8

4. PROJECT STAFF

John M. Fay	Research Assistant for 8th Grade	Full-time
Lucia A. Porrotti	Research Assistant for 6th Grade	Full-time
Ridgway F. Shinn, Jr.,	Project Director	Half-time
Edith W. Silva	Research Assistant for 4th Grade	Full-time
Ann B. Thurber	Project Secretary	Full-time

NOTE: At certain points, additional secretarial help was used.

5. MEMBERS OF THE PROVIDENCE SOCIAL STUDIES CURRICULUM COMMITTEE

		Years of Membership:
Mary D. Hanigan	Curriculum Office; *Recorder*	1962-65
Rosemary F. Carroll	Classical High School	1962-65
James P. Crowley	Mt. Pleasant High School	1962-65
James G. Dolan	Nathan Bishop Jr. High School	1962-65
Anna C. Dowling	Hope High School	1962-65
Donald J. Driscoll	Assistant Principal, Hope High School; *Chairman*	1962-65
Mary J. Gledhill	Gilbert Stuart Junior High School	1962-65
Paul F. Gleeson	Classical High School	1964-65
Elizabeth M. Kelley	Fox Point School, Principal	1962-65
Mary A. Lynch	Nathanael Greene Junior High School	1962-65
Thomas A. McDonald	Thomas A. Doyle School and Jenkins Street School, Principal	1962-65
Anthony J. Russo	Director of Curriculum Research, *ex officio*	1962-65
Maurice E. Tobin	Roger Williams Junior High School	1962-65

NOTE: During 1964-65 Anna C. Hawthorne, Chairman, Social Studies Department, Mt. Pleasant High School and Anne S. Kiberd, Chairman, Social Studies Department, Central High School met with the committee.

APPENDIX B

TABLE

1 SIZE OF GROUPS COMPARED TO CITY AVERAGE
2 COMPOSITION OF GROUPS BY SCORES ON INTELLIGENCE TESTS, 4TH GRADE, FALL, 1964
3 COMPOSITION OF GROUPS BY READING GRADES, 4TH GRADE, FALL, 1964
4 COMPOSITION OF GROUPS BY SCORES ON INTELLIGENCE TESTS, 6TH GRADE, FALL, 1964
5 COMPOSITION OF GROUPS BY SCORES ON READING TESTS, 6TH GRADE, FALL, 1964
6 COMPOSITION OF GROUPS BY SCORES ON INTELLIGENCE TESTS, 8TH GRADE, FALL, 1964
7 COMPOSITION OF GROUPS BY SCORES ON READING TESTS, 8TH GRADE, FALL, 1964

TABLE 1
SIZE OF GROUPS COMPARED TO CITY AVERAGE
FALL, 1964

CITY AVERAGE	O	X	O	X	O	X	TOTAL CONTROL O GROUP	TOTAL EXPERIMENTAL X GROUP
	41	41	42	42	43	43		
33	35	33	31	35	35	35	101	103
	61	61	62	62	63	63		
33	34	34	36	37	26	27	96	98
	81	81	82	82	83	83		
33	34	36	31	33	33	39	98	108

CHANGES IN COMPOSITION OF GROUPS
MAY 1965

	O	X	O	X	O	X	TOTAL CONTROL O GROUP	TOTAL EXPERIMENTAL X GROUP
	41	41	42	42	43	43		
Total in May	29	33	32	31	35	37	96	101
N in	7	1	2	2	7	4	16	7
N out	3	3	0	2	7	2	10	7
	61	61	62	62	63	63		
T otal in May	29	31	32	35	26	26	87	92
N in	3	* 1	9	6	3	2	15	9
N out	5	* 1	8	6	3	4	16	11
	81	81	82	82	83	83		
Total in May	32	33	32	31	30	35	94	99
N in	2	1	2	5	4	3	8	9
N out	1	2	2	8	4	7	7	17

* same pupil in and out

TABLE 2

COMPOSITION OF GROUPS BY SCORES ON INTELLIGENCE TESTS 4TH GRADE

FALL, 1964

LEVEL	O 41	X 41	O 42	X 42	O 43	X 43	TOTAL CONTROL O GROUP	TOTAL EXPERIMENTAL X GROUP	TYPICAL CITY CLASS
1	0	1	0	2	0	2	0	5	1
2	8	3	4	8	5	5	17	16	8
3	17	25	17	15	21	16	55	56	21
4	3	1	6	5	5	3	14	9	3
5	1	0	2	0	2	3	5	3	0
N=	29	30	29	30	33	29	91	89	33

NOTE: 4th grade I.Q. based upon Kuhlman - Anderson Test Form C administered in September - 3rd grade year.
Several scores were missing because of transfers in.

TABLE 3

COMPOSITION OF GROUPS BY READING GRADES 4TH GRADE

FALL, 1964

LEVEL	O 41	X 41	O 42	X 42	O 43	X 43	TOTAL CONTROL O GROUP	TOTAL EXPERIMENTAL X GROUP	TYPICAL CITY CLASS
1	7	2	3	5	3	5	13	12	6
2	7	5	8	10	13	8	28	23	10
3	11	15	15	14	12	13	38	42	13
4	4	9	3	2	4	4	11	15	3
5	0	0	0	0	0	0	0	0	1
N=	29	31	29	31	32	30	90	92	33

NOTE: 4th grade reading distribution based upon final reading marks assigned by 3rd grade teachers, June, 1964.
Several scores were missing because of transfers in.

TABLE 4

COMPOSITION OF GROUPS BY SCORES ON INTELLIGENCE TESTS 6TH GRADE

FALL, 1964

LEVEL	0 61	X 61	0 62	X 62	0 63	X 63	TOTAL CONTROL 0 GROUP	TOTAL EXPERIMENTAL X GROUP	TYPICAL CITY CLASS
1	0	1	0	0	0	3	0	4	0-1
2	4	5	2	6	7	3	13	14	7
3	21	23	20	19	15	16	56	58	21
4	4	1	4	6	3	4	11	11	4
5	0	2	1	2	1	0	2	4	0-1
N=	29	32	27	33	26	26	82	91	33

NOTE: 6th grade I.Q. based upon Kuhlman - Anderson Test Form C administered in September - 3rd grade year. Several scores missing because of transfers in.

TABLE 5

COMPOSITION OF GROUPS BY SCORES ON READING TESTS 6TH GRADE

FALL, 1964

LEVEL	0 61	X 61	0 62	X 62	0 63	X 63	TOTAL CONTROL 0 GROUP	TOTAL EXPERIMENTAL X GROUP	TYPICAL CITY CLASS
6.0 +	6	4	1	2	4	7	11	13	6
5.5-5.9	2	2	1	2	2	2	5	6	4
5.0-5.4	1	2	5	3	3	0	9	5	4
below4.9	19	19	23	25	14	16	56	60	19
N=	28	27	30	32	23	25	81	84	33

NOTE: 6th grade reading scores based on 5th grade Reading Achievement October, 1964 - Metropolitan Reading Test. Several scores missing because of transfers in.

TABLE 6

COMPOSITION OF GROUPS BY SCORES ON INTELLIGENCE TESTS 8TH GRADE

FALL, 1964

LEVEL	O 81	X 81	O 82	X 82	O 83	X 83	TOTAL CONTROL O GROUP	TOTAL EXPERIMENTAL X GROUP	TYPICAL CITY CLASS
1	1	11	0	1	1	12	2	24	5
2	10	17	3	3	10	21	23	41	6
3	18	6	21	28	19	5	58	39	17
4	1	0	9	1	0	0	10	1	4
5	0	0	0	0	0	0	0	0	1
N=	30	34	33	33	30	38	93	105	33

NOTE: 8th grade I.Q. based upon California Elementary Short Form administered in September - 6th grade year.
Several scores missing because of transfers in.

TABLE 7

COMPOSITION OF GROUPS BY SCORES ON READING TESTS 8TH GRADE

FALL, 1964

LEVEL	O 81	X 81	O 82	X 82	O 83	X 83	TOTAL CONTROL O GROUP	TOTAL EXPERIMENTAL X GROUP	TYPICAL CITY CLASS
7.9 +	9	24	3	5	12	36	24	65	9
7.5-7.9	3	1	1	2	3	1	7	4	4
7.0-7.4	3	3	2	5	5	1	10	9	3
below 6.9	13	6	26	21	10	0	49	27	17
N=	28	34	32	33	30	38	90	105	33

NOTE: 8th grade reading scores based on 7th grade Reading Achievement October, 1963 - Stanford Achievement Advanced Battery.
Several scores missing because of transfers in.

APPENDIX C

1 CONCEPT STATEMENTS FOR ANTHROPOLOGY, ECONOMICS, GEOGRAPHY, HISTORY, POLITICAL SCIENCE, SOCIOLOGY

2 GENERALIZATIONS FOR 4TH GRADE KEYED TO CONCEPTS

3 GENERALIZATIONS FOR 6TH GRADE KEYED TO CONCEPTS

4 GENERALIZATIONS FOR 8TH GRADE KEYED TO CONCEPTS

SOCIAL SCIENCE CONCEPTS

What are these concepts?

In order to deal systematically with the selection of content from the six social science disciplines for purposes of classroom instruction, it is necessary first to determine what the underlying principles or the basic concepts of the discipline are. The next pages represent an attempt to make such identification of the principles or concepts of each discipline. An endeavor has been made to state each concept inclusive and provocative so that other ideas and necessary vocabulary may be quickly deduced.

Presumably when the full K-12th grade program is introduced, all students will have mastered all concepts by the end of 12th grade. Certain of these will be best taught at particular grade levels, and these will be identified in appropriate grade level guides.

Where did they come from?

These concepts represent reading, study, and reflection by Research Assistants in the literature of each of the disciplines. In addition, each list was discussed with an academic specialist in the field. The final form and phrasing is the responsibility of the group of Research Assistants who worked in the summer of 1964. These lists will require modification until they are clear and functional.

How are they to be used?

(1) They should be used as a guide to the point of initial introduction of the concept. It is important that we identify the particular point where a concept is first introduced. It should be accurately introduced in terms of the best scholarship. We cannot complete this objective until the entire curricular program is developed.

(2) At each grade level, there are Generalizations which students should master by the end of the given grade. Each Generalization is keyed to a concept by the use of a letter and number key. This will provide ready reference.

(3) The list of concepts together with the broad aims and the grade level aims are to be used as the criteria for the selection of specific content to be taught at a given grade level. All material taught should be consonant with the aims and with some concept. Resource unit guides will provide guidance.

ANTHROPOLOGICAL CONCEPTS

A. 1. As members of the species, Homo sapiens, all men possess physiological similarity.

A. 2. All people have culture and, therefore, differ from other forms of life.

A. 3. Culture has common components such as "knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society."[1]

A. 4. Culture is transmissible and persistent.

A. 5. Each culture has a particular pattern in which components are arranged. This may be explained by location, geography, climate, resources, population, historical contact, and cultural content which includes local preferences, tools, and any other components already possessed.

A. 6. Each culture has varying degress of cohesiveness. These may range from pluralism where disparity exists, to integration where there are a lessening of differences and an increase in similarities, or to assimilation where all groups take on the same cultural features.

A. 7. Culture is changeable, sometimes drastically, sometimes imperceptibly, depending upon such things as choice, cultural contact, imposed change, passage of time, and satisfaction or dissatisfaction.

A. 8. Conflict, cooperation, change, and crisis are part of normal, local, and world conditions.

A. 9. The probability of individual and social survival is increased by individual and social accommodation and adaptability.

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[1] Edward B. Tylor, "The Science of Culture," Chapter 1 of Primitive Culture (London: John Murray & Co., 1871, 2 vols.)

ECONOMICS CONCEPTS

E. 1. The variety and extent of man's wants and needs are unlimited; in each society a different economic system has developed to meet these.

E. 2. The resources necessary to satisfy man's wants and needs are limited. Such limitation results from geographical distribution, culture, technological development, and ultimate depletion.

E. 3. Man is constantly involved in making choices among alternatives. The effectiveness of man's choices determines his economic well-being.

E. 4. An economic system involving an ideological base and an institutional framework emerges in every society. This system must answer the basic economic questions:

What shall we produce?
How shall it be produced?
Whom should production benefit?

All economic systems are similar in some ways and different in others.

E. 5. In every economic system man develops tools to increase productivity and provide a surplus. Such development leads to specialization, division of labor, interdependence, and exchange.

E. 6. Man has learned to exchange available resources and goods for those desirable resources and goods which are not at hand. Man has found the need for common systems of exchange to be used in the market system.

E. 7. Education is a dynamic force in the economic process.

E. 8. Government is an integral part of a functioning economy.

E. 9. Competition may be a stimulus to improvement in an economic system.

Conflict which is an adjunct to competition is a necessary part of an economic system and must be resolved.

E. 10. Economic flow is the satisfactory movement of goods and services among producer, wage earner, and consumer and is measured in terms of national income.

E. 11. The satisfaction of wants indicates economic growth which is measured in terms of gross national product.

E. 12. In a market economy decisions are determined by supply and demand. Demand is often created or extended by advertising.

E. 13. Any economic system follows peculiar cycles which are difficult to predict or anticipate.

GEOGRAPHICAL CONCEPTS

G. 1. The globe represents the spherical nature of the earth and shows the true relationships of the continents and oceans.

G. 2. The fixing of position and the measurement of distance on the earth require a knowledge of the grid system that man has devised.

G. 3. Earth-sun relationships have implications for seasonal changes, patterns of climate, patterns of wind and water movements, zones of vegetation, and seasonal activities of people and animals.

G. 4. Maps which portray the round earth on a flat surface are designed for specific purposes and consequently are only accurate in certain areas.

G. 5. The great masses of people inhabit the most desirable places on the land containing the most favorable combinations of soil, water, and air.

G. 6. The earth consists of an endless complexity of human and environmental patterns.

G. 7. The stage of human development in many areas at a particular time indicates a wide range of living standards and cultural goals.

G. 8. Physical and cultural characteristics of the earth may be arranged into logically defined units of study called regions.

G. 9. Any resource is only as good as the vision and ability of man to use it.

G. 10. Man is the dominant element in the landscape.

G. 11. The earth is bound together with many physical and cultural connections.

G. 12. The earth's diversity results in the circulation and interaction of peoples, goods, and ideas. Technological and scientific advances have reduced travel and communication time between peoples and increased the possibility of more frequent interaction.

G. 13. The ability of man to survive on the earth is tied to a circulation of air, temperature, and moisture from one part of the earth to another.

G. 14. The earth's surface is continually being changed by man and natural forces.

G. 15. New techniques and scientific advancement come to different places and different people at different times.

G. 16. The industrial society, because of its complexity, needs to be global in outlook and activity in order to survive.

HISTORICAL CONCEPTS

H. 1. Causation, sequence, and consequence of events in history possess complexity.

H. 2. The dimensional elements of history concern man in time and place.

H. 3. Change is ever present though the rate and nature of change vary.

H. 4. The elements of culture possess interrelatedness.

H. 5. All peoples have an awareness, differing in degree, of their past. Their conception of their past determines, in part, their present and future.

H. 6. Understanding of the various aspects of historical methodology is essential.

   a. The distinction between fact and interpretation of the fact must be stressed.

   b. A distinction is made between certainty, probability, and possibility.

   c. The distinction between primary sources and secondary sources must be recognized.

   d. A civilization should be considered in its own context. Historians attempt to avoid imposing their own value judgments on other civilizations.

POLITICAL SCIENCE CONCEPTS

PS. 1. The state is a group or groups of persons occupying a definite physical territory and operating as a distinct entity. Furthermore, the state is an organized political body to which its participants render allegiance and obedience.

PS. 2. Government is the means by which the state maintains its existence and effects its policies and objectives. Inherent in this concept of government are the components of function, structure, process, form, basis, and levels.

PS. 3. Political theory comprises a multiplicity of factors to be understood and evaluated in relation to the everchanging needs, desires, and goals of the state.

PS. 4. Political behavior is the system of methods, techniques, development, and implementation of ideology by which man seeks to effect the specific goals emanating from the theories which have evolved within the state.

PS. 5. International relations deal with the various factors which determine the policies of the separate political states. Among these factors are the geographic, economic, historical, cultural, and sociological forces which are constantly at work in any society.

PS. 6. There is a unifying or controlling factor at work between men and groups of men and individual states and groups of states. This factor is a system of laws which may be specifically stated or may only be implied.

SOCIOLOGICAL CONCEPTS

S. 1. All persons function in a society which is a complex structure of individuals and groups held together in a web of social relationships. Each society can be identified by its particular culture, the totality of what is learned and shared by individuals as members of that society.

S. 2. The way men behave is determined largely by their relations to each other and by their membership in groups.

S. 3. A number of persons linked together in a system of social relationships comprise a social group. The products of the actions of social groups are called social institutions.

S. 4. Society can be viewed as a set of institutions, which provide a framework for social life, and their interrelationships. Institutions are those cultural patterns which prescribe specific rules of behavior. The concepts of role and status connect the two views—society as social relationships and society as institutions.

S. 5. An individual's behavior as a member of a group is generally evaluated in terms of norms which are rules for behavior that the group expects of some or all of its members in a specific situation.

S. 6. Social organization or social structure is an interrelated system of roles and statuses. Role is the pattern of behavior expected of persons who occupy a particular status. Status is the position one holds in a social group as recognized by the other members of the group and in relation to them.

S. 7. Social stratification is a hierarchical ordering of statuses and roles in terms of wealth, income, occupation, prestige, deference, power, and authority.

S. 8. Regular and recurrent patterns are characteristic of human behavior which is affected by such external factors as power, authority, and religion and by such internal factors as needs, interests, and desires.

S. 9. Society in all its aspects is subject to constant but unequal change. When an area of its culture undergoes a rate of change faster than that of another area, there exists a cultural lag, which requires social adjustment.

S. 10. Social disorganization results either from difficulties of adjustment between man's social environment and his inherent nature or from maladjustment which results when one aspect of culture changes faster than another.

GENERALIZATIONS FOR GRADE 4

Each Generalization is keyed by a letter and number to a specific concept which may be found on the preceding pages: A, Anthropology; E, Economics; G, Geography; H, History, PS, Political Science; S, Sociology.

1.	A region is an area with common characteristics that may be identified for purposes of study.	G.5,6,8,11,14
2.	Earth-sun relationships explain various earth phenomena.	G.3
3.	Metropolitan areas exist throughout the world.	A.3,5; E.4; G.5,16; H.2; PS.1,2; S.1,3
4.	Man's extractive and manufacturing activities are carried on in all parts of the world.	A.5; E.2,4,5,6;G.3,9,10
5.	Waysof living are outgrowths of the physical and social environment and heritage.	A.2,4,5,7; G.7,10; H.1,3,5; S.1,2,7
6.	Occupational diversity results in a wider variety of choices between people and a higher standard of living for the region.	A.9; E.2,3,5; G.7,15
7.	Change comes more slowly to some regions than to others.	A.7,8; G.14,15; H.3; S.9
8.	Man has continually labored to gain mastery over his environment.	A.7; E.6,7; G.10,15
9.	Modern transportation and communication have resulted in the interdependence of regions and the possibility of understanding differences among people.	A.7; E.5,6; G.12; PS.5
10.	Trade stimulates an exchange of ideas as well as goods and promotes changes in man's activities.	A.7; E.6; G.12,16; H.3; PS.5

GENERALIZATIONS FOR GRADE 6

Each Generalization is keyed by a letter and number to a specific concept which may be found on the preceding pages: A, Anthropology; E, Economics; G, Geography; H, History; PS, Political Science; S, Sociology.

1.	Both Latin America and Africa lie in the same general latitudes.	G.2,3,4,5,6,8,11
2.	Africa and Latin America have a variety of natural regions.	G.3,5,6,8
3.	Much of the land area in Latin America and Africa is uninhabited.	G.5,6,8,14
4.	Although both Latin America and Africa are rich in natural resources, not all of these have been developed to their full potential.	E.2,6; G.5,9,14,15
5.	Both Latin America and Africa have been influenced to a large degree by foreign colonization and development.	A.2,3,4,7,8,9; H.1,2,3,5
6.	The wealth of both Latin America and Africa is controlled by a relatively small segment of the total population.	A.9; E.1,2,3,4,9,11; G.5,7,9; H.1; S.7,8
7.	Insufficient investment of capital has hindered the development of industry in Latin America and Africa.	A.5,8; E.3,4,5,6,8,9,10, 11,12; G.12,16; PS.5; S.6,7,8,9
8.	The educational systems have not been sufficiently developed to meet the needs of the majority of the population in Latin America and Africa.	A.4,7,9; E.7,8; G.15; H.1,3; PS.2,3,4
9.	A large segment of the population live under conditions which would be considered inadequate by modern American standards.	A.5,7,9; E.1,2,3,5,11; G.5,6,7,9,10,11,12,13,14, 15,16; H.1,3; PS.3,4; S.2,4,6,7,8,9,10
10.	Lack of transportation and communication has been a determining factor in the slow development of some areas in Latin America and Africa.	E.10; G.5,6,8,9,10,11,12, 15; H.3; PS.5; S.1,2,9
11.	Economically, both Latin America and Africa depend largely on the export of agriculture products.	A.5,9; E.2,3,4,5,6,10, 11,12,13; G.5,6,9,11, 12,14,15,16; PS.5

12.	Many countries in Latin America and Africa lack a diversified economy.	A.8; E.1-13; G.5,9,15; H.3
13.	Within Latin America and Africa there is an increasing amount of interdependence among the peoples.	A.5; E.5,6,10,12; G.6, 7,11,12,15,16; H.1,4; PS.5; S.2,3
14.	Many forms of the fine arts have been created by Latin America and Africa and shared with the rest of the world.	A.2,3,4,5; G.12; H.1,4,5; S.1
15.	Constant political change is characteristic of countries in Latin America and Africa.	A.7,8,9; E.3,8,11,13; G.7,16; H.3; PS.1-6; S.3,4,9,10
16.	The processes of democracy are emerging among the changing patterns of government in Latin America and Africa.	A.5,7,8; E.7,8,9; G.15; H.1,3; PS.1-6; S.8,9
17.	Both Latin America and Africa are rapidly assuming positions of importance in world affairs.	A.8; E.5,6,9,11,12; G.12,15,16; H.3; PS.5; S.8,9

GENERALIZATIONS FOR GRADE 8

Each Generalization is keyed by a letter and number to a specific concept which may be found on the preceding pages: A, Anthropology; E, Economics; G, Geography; H, History; PS, Political Science; S, Sociology.

1.	A civilization can be located in time and place.	G.1,2,4,15; H.1,2,6d
2.	Each civilization has a particular pattern in which its basic components are arranged.	G.7; H.1,6d
3.	Each civilization has an underlying set of values.	G.16; H.1,6d; PS.3,4; S.1,5
4.	An understanding of any civilization depends upon making different analyses of its human composition.	A.1,2; G.5,10,11; H.1,6d;S.7
5.	Ways of living are outgrowths of the physical and social environment as well as the heritage of a civilization.	E.1,4; G.6; H.1,5,6d; S.6,7
6.	Behavior patterns reflect the needs and wants of the people of a civilization.	A.3;E.1,4; G.3,5,6; H.1,6d; PS.4,6; S.2,6,7,8,10
7.	Institutions emerge in each civilization.	E.1,4,6,8; H.1,6d; PS.1,2,3, 5; S.3,4,8
8.	The prevailing theory of knowledge of a civilization determines to a great degree the character of that civilization.	G.15; H.1,6d
9.	Sources of authority in any civilization differ in origin, their nature and influence.	H.1,6d; PS.3; S.7,8
10.	Creativity exists in all civilizations but in varying degrees and forms such as technology, government, and the arts.	E.1,4; G.9,15; H.1,6d
11.	Some solutions which have been found for problems within a particular civilization are utilized by other civilizations.	- - -
12.	In any civilization there are external and internal contacts which vary in nature and degree.	A.4; E.6; G.11,12,16; H.1,4, 6d; PS.5; S.1,9
13.	Crisis, change, and continuity are integral parts of any civilization.	A.4,6,7,8; H.1,3,6d; S.8,9, 10

14.	Civilizations have both common and unique problems.	A.3,8; E.1,2,4; G.3,5; H.1,6d; S.9
15.	Economic surplus is essential to a high degree of civilization.	E.5
16.	The development of a civilization is influenced by its success and failures.	A.9
17.	The advance of a civilization depends to a large extent upon the range of opportunities for alternate decisions.	A.9; E.3,7,9; G.3; H.1,5,6d

APPENDIX D

LIST OF MATERIALS DEVELOPED FOR USE BY TEACHER AND PUPILS

APPENDIX D

LIST OF MATERIALS DEVELOPED FOR USE BY TEACHERS AND PUPILS

GENERAL INFORMATION	NUMBER OF PAGES
About the Study (brochure describing PSSCS)	8
Project Report I - September, 1964 (release sent to all teachers in Providence)	1
Project Report II - November, 1964 (release sent to all teachers in Providence)	1
Project Report III - February, 1965 (release sent to all teachers in Providence)	1
Project Report IV - April, 1965 (release sent to all teachers in Providence)	1
Project Report V - June, 1965 (release sent to all teachers in Providence)	1
Report to the U.S. Office of Education (Report on Project E-028 - available about July 1, 1965)	
PSSCS ATTITUDE SURVEY	
Grade 4 - (66 items with 5 possible responses)	10
Grade 6 - (66 items with 5 possible responses)	10
Grade 8 - (66 items with 5 possible responses)	10
MATERIALS FOR GRADE 4	
Curriculum Guide - Regions of the World	20
Resource Unit I - Overview of Year's Work	11
Set of pictures, 33 plates, 8" x 10" - not available in quantity for release	
Resource Unit II - The Nature and Characteristics of Metropolitan Regions	29
Resource Unit III - Regions of Extractive Economic Activity	24
Resource Unit IV - Regions of Manufacturing Activity	23
Pre-Test - 25 items with alternate choice responses (used in September 1964 as inventory of understandings)	2
Map - State of Rhode Island, 8½" x 11", Scale 3/4" = 55 mi. (includes town lines)	1

Model Regions (8½ x 14", printed for student use with Resource Unit IV, page 18)	1

MATERIALS FOR GRADE 6

Curriculum Guide - Latin America and Africa	24
Resource Unit I - Overview of Year's Work	6
Resource Unit II - Ethnic Backgrounds and Cultural Factors	7
Resource Unit III - Physical Characteristics of Latin America and Africa	14
Resource Unit IV - Economic Development of Latin America and Africa	37
Resource Unit V - Social Development of Latin America and Africa	16
Resource Unit VI - Governmental Systems of Latin America and Africa	12
About the Empires of Ghana and Mali (Booklet for 6th graders)	7
Christmas Customs in Latin America and Africa (Bpoklet for 6th graders)	11
World Climates (classified by type, major areas in Latin America and Africa, and description)	1
Map - Latin America, 8½" x 11", Scale 2" = 1500 mi.	1
Map - Africa, 8½" x 11", Scale 2" = 1600 miles	1
Map - Latin America and Africa, 8½" x 14", Scale 2" = 2000 miles (outline map)	1
Map - Religions of Africa, 8½" x 11"	1
Tribes of Africa (List of location and names of major tribal groupings)	1
Areas in Africa with Dense Population (List of five areas of dense population)	1
Area Designations of Western Hemisphere, 8½" x 11"	1
List of Countries of, Latin America and Africa (includes capital, area, population, industry, imports, and exports)	18
Chart - Latin American Political Review	3
Chart - Political Divisions of Africa	4

MATERIALS FOR GRADE 8

Curriculum Guide - A Study of Civilizations	26
Resource Unit I - Overview of Year's Work	11
What is Civilization? (mimeographed sheet for uder with Resource Unit I)	1
Resource Unit II: A. Greek Civilization B. Muslim Civilization	43
Greek Civilization - Time Sequence (Chronological table for use with Unit II)	1
Resource Unit III - Contemporary East Asian Civilization	30
Resource Unit IV - Contemporary Western Civilization	37
Map - Two- sphere projection, map of the world 8½" x 11"	1
Map - Middle East and North Africa, 8½ " x 11"	1
Government Institutions of Communist China (Mimeographed sheet reprinted for use with Resource Unit III, page 13)	1
Table - Creative Expressions of China, 8½"x 17" (Mimeographed sheet reprinted for use with Resource Unit III, page 17)	1
Map - Territorial Claims of Communist China, 8½" x 11", Scale 3/8" = 200 miles (Printed for student use with Resource Unit III, page 22)	1
Art Page - "Confucius said:" (Distributed to students - Resource Unit III)	1
Glossary and Pronunciation Sheet (Distributed to students, Resource Unit III)	1
Map - two-sphere, showing land masses of Contemporary Western Civilization, 8½" x 11" (Distributed to students, Resource Unit IV)	1
Art Page - "Ideas of Western Man" (Distributed to students, Resource Unit IV)	2
"A Majority of Political Units Comprising Contemporary Western Civilization with their Approximate Population as of 1963" (mimeographed sheet, 8½" x 11" for student use with Resource Unit IV)	1

APPENDIX E

DATA FROM IOWA WORK STUDY SKILLS TEST AND SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS FOR EXPERIMENTAL AND CONTROL GROUPS

OCTOBER, 1964 TABLE	MAY, 1965 TABLE	
1	2	Iowa W-1 Scores 4th Grade
3	4	Iowa W-2 Scores 4th Grade
5	6	Iowa W-3 Scores 4th Grade
7	8	Iowa W-1 Scores 6th Grade
9	10	Iowa W-2 Scores 6th Grade
11	12	Iowa W-3 Scores 6th Grade
13	14	Iowa W-1 Scores 8th Grade
15	16	Iowa W-2 Scores 8th Grade
17	18	Iowa W-3 Scores 8th Grade
19	20	STEP Scores 4th Grade
21	22	STEP Scores 6th Grade
23	24	STEP Scores 8th Grade

TABLE 1
IOWA SCORES - 4TH GRADE
W-1 MAP READING
OCTOBER, 1964

GRADE EQUIVALENT	0 41	X 41	0 42	X 42	0 43	X 43	TOTAL CONTROL 0 GROUP	TOTAL EXPERIMENTAL X GROUP
65-69	0	0	0	0	0	0	0	0
60-64	0	0	0	0	0	0	0	0
55-59	0	0	0	0	0	1	0	1
50=54	4	2	1	2	0	1	5	5
45-49	4	2	1	0	1	2	6	4
40-44	9	7	4	6	4	4	17	17
35-39	5	10	6	8	3	6	14	24
30-34	2	4	7	5	11	3	20	12
25- 9	6	3	4	7	7	7	17	17
20-24	1	1	5	1	5	6	11	8
15-19	2	0	2	2	0	2	4	4
10-14	0	0	0	0	1	0	1	0
N=	33	29	30	31	32	32	95	92
ME/N	36	37	31	33	30	32	33	34

TABLE 2
IOWA SCORES - 4TH GRADE
W-1 MAP READING
MAY, 1965

GRADE EQUIVALENT	0 41	X 41	0 42	X 42	0 43	X 43	TOTAL CONTROL 0 GROUP	TOTAL EXPERIMENTAL X GROUP
65-69	0	1	1	0	0	1	1	2
60-64	1	1	1	0	2	0	4	1
55-59	3	2	3	2	1	1	7	5
50-54	4	5	5	2	1	8	10	15
45-49	4	8	1	5	4	4	9	17
40-44	4	8	7	8	6	14	17	30
35-39	4	4	5	5	6	4	15	13
30-34	5	2	6	6	5	4	16	12
25-29	1	1	0	0	3	2	4	3
20-24	2	0	0	1	1	0	3	1
15-19	0	0	0	0	0	0	0	0
10-14	0	0	0	0	0	0	0	0
N=	28	32	29	29	29	38	86	99
MEAN	42	46	44	41	39	44	42	43

TABLE 3
IOWA SCORES - 4TH GRADE
W-2 READING GRAPHS AND TABLES
OCTOBER, 1964

GRADE EQUIVALENT	0 41	X 41	0 42	X 42	0 43	X 43	TOTAL CONTROL 0 GROUP	TOTAL EXPERIMENTAL X GROUP
65-69	0	0	0	0	0	1	0	1
60-64	0	0	0	0	0	0	0	0
55-59	1	0	2	5	2	0	5	5
50-54	3	0	1	0	1	0	5	0
45-49	6	2	4	1	0	1	10	4
40-44	5	5	6	4	2	1	13	10
35-39	5	8	3	2	2	6	10	16
30-34	4	7	4	4	6	5	14	16
25-29	6	6	7	11	8	11	21	28
20-24	2	1	3	4	5	5	10	10
15-19	1	0	0	0	5	2	6	2
10-14	0	0	0	0	1	0	1	0
N=	33	29	30	31	32	32	95	92
MEAN	37	34	36	34	29	30	34	31

TABLE 4
IOWA SCORES - 4TH GRADE
W-2 READING GRAPHS AND TABLES
MAY, 1965

GRADE EQUIVALENT	0 41	X 41	0 42	X 42	0 43	X 43	TOTAL CONTROL 0 GROUP	TOTAL EXPERIMENTAL X GROUP
65-69	1	2	1	0	2	1	4	3
60-64	2	8	2	1	0	2	4	11
55-59	3	4	2	3	4	4	9	11
50-54	4	8	7	1	1	7	12	16
45-49	4	4	2	7	3	6	9	17
40-44	2	4	3	5	6	10	11	19
35-39	5	1	4	4	6	6	15	11
30-34	4	1	3	4	3	1	10	6
25-29	3	0	4	2	3	1	10	3
20-24	0	0	1	1	1	0	2	1
15-19	0	0	0	1	0	0	0	1
10-14	0	0	0	0	0	0	0	0
N=	28	32	29	29	29	38	86	99
MEAN	44	53	43	41	42	46	43	47

TABLE 5

IOWA SCORES - 4TH GRADE
W-3 KNOWLEDGE AND USE OF REFERENCE MATERIALS
OCTOBER, 1964

GRADE EQUIVALENT	O 41	X 41	O 42	X 42	O 43	X 43	TOTAL CONTROL O GROUP	TOTAL EXPERIMENTAL X GROUP
65-69	0	0	0	0	0	0	0	0
60-64	0	0	0	0	0	0	0	0
55-59	1	0	0	1	0	1	1	2
50-54	1	2	0	4	0	0	1	6
45-49	6	8	7	3	1	1	14	12
40-44	12	13	7	11	8	8	27	32
35-39	5	2	4	8	4	5	13	15
30-34	5	2	6	2	8	7	19	11
25-29	1	2	3	1	6	8	10	11
20-24	1	0	1	0	4	1	6	1
15-19	1	0	2	1	0	1	3	2
10-14	0	0	0	0	1	0	1	0
N=	33	29	30	31	32	32	95	92
MEAN	39	42	36	41	32	34	36	39

TABLE 6

IOWA SCORES - 4TH GRADE
W-3 KNOWLEDGE AND USE OF REFERENCE MATERIALS
MAY, 1965

GRADE EQUIVALENT	O 41	X 41	O 42	X 42	O 43	X 43	TOTAL CONTROL O GROUP	TOTAL EXPERIMENTAL X GROUP
65-69	0	0	0	0	0	1	0	1
60-64	0	0	2	1	0	0	2	1
55-59	3	3	3	2	0	1	6	6
50-54	3	4	10	11	4	9	17	24
45-49	9	9	6	4	5	12	20	25
40-44	5	9	4	6	10	11	19	26
35-39	5	2	3	2	2	2	10	6
30-34	3	3	0	3	2	2	5	8
25-29	0	0	0	0	6	0	6	0
20-24	0	2	1	0	0	0	1	2
15-19	0	0	0	0	0	0	0	0
10-14	0	0	0	0	0	0	0	0
N=	28	32	29	29	29	38	86	99
MEAN	45	44	48	47	40	46	44	46

TABLE 7

IOWA SCORES - 6TH GRADE

W-1 MAP READING

OCTOBER, 1964

GRADE EQUIVALENT	0 61	X 61	0 62	X 62	0 63	X 63	TOTAL CONTROL 0 GROUP	TOTAL EXPERIMENTAL X GROUP
105-111	0	0	0	0	0	0	0	0
98-104	0	0	0	0	0	0	0	0
91- 97	0	0	0	0	0	0	0	0
84- 90	0	1	0	0	1	0	1	1
77- 83	1	1	0	0	0	1	1	2
70- 76	1	2	0	0	0	2	1	4
63- 69	9	10	0	2	7	4	16	16
56- 62	3	5	4	2	7	2	14	9
49- 55	10	8	11	8	6	7	27	23
42- 48	1	0	4	4	1	0	6	4
35- 41	3	2	5	5	0	6	8	13
28- 34	1	1	6	4	1	1	8	6
21- 27	0	1	1	3	0	0	1	4
N=	29	31	31	28	23	23	83	82
MEAN	56	58	44	44	44	53	52	52

TABLE 8

IOWA SOCRES - 6TH GRADE

W-1 MAP READING

MAY, 1965

GRADE EQUIVALENT	0 61	X 61	0 62	X 62	0 63	X 63	TOTAL CONTROL 0 GROUP	TOTAL EXPERIMENTAL X GROUP
105-111	0	1	0	0	0	0	0	1
98-104	0	1	0	0	0	0	0	1
91- 97	1	1	0	0	1	2	2	3
84- 90	2	2	0	2	5	3	7	7
77- 83	2	6	1	1	2	2	5	9
70- 76	8	7	2	2	0	3	10	12
63- 69	5	4	6	8	5	2	16	14
56- 62	5	2	4	6	4	5	13	13
49- 55	1	6	6	5	2	6	9	17
42- 48	3	0	4	1	0	1	7	2
35- 41	1	0	3	2	2	0	6	2
28- 34	1	0	1	4	0	0	2	4
21- 27	0	0	0	0	0	0	0	0
N=	29	30	27	31	21	24	77	85
MEAN	66	73	55	58	69	68	63	66

TABLE 9

IOWA SCORES - 6TH GRADE

W-2 READING GRAPHS AND TABLES

OCTOBER, 1964

GRADE EQUIVALENT	0 61	X 61	0 62	X 62	0 63	X 63	TOTAL CONTROL 0 GROUP	TOTAL EXPERIMENTAL X GROUP
98-104	0	0	0	0	1	0	1	0
91- 97	0	3	0	0	0	0	0	3
84- 90	0	0	0	0	0	0	0	0
77- 83	1	3	0	1	2	1	3	5
70- 76	4	4	0	4	4	4	8	12
63- 69	7	10	2	6	5	6	14	22
56- 62	7	5	2	6	5	2	14	13
49- 55	1	3	4	3	2	3	7	9
42- 48	3	2	4	2	1	1	8	5
35- 41	4	1	12	3	3	4	19	8
28- 34	1	0	5	2	0	1	6	3
21- 27	1	0	2	1	0	1	3	2
N=	29	31	31	28	23	23	83	82
MEAN	57	70	43	56	63	56	54	60

TABLE 10

IOWA SCORES - 6TH GRADE

W-2 READING GRAPHS AND TABLES

MAY, 1965

GRADE EQUIVALENT	0 61	X 61	0 62	X 62	0 63	X 63	TOTAL CONTROL 0 GROUP	TOTAL EXPERIMENTAL X GROUP
98-104	0	2	0	0	0	0	0	2
91- 97	2	3	0	0	2	1	4	4
84- 90	5	2	1	1	4	3	10	6
77- 83	1	6	2	6	4	3	7	15
70- 76	3	7	2	3	2	3	7	13
63- 69	8	4	5	5	4	3	17	12
56- 62	7	5	9	9	2	7	18	21
49- 55	2	0	3	3	0	1	5	4
42- 48	1	1	1	2	2	1	4	4
35- 41	0	0	4	2	1	2	5	4
28- 34	0	0	0	0	0	0	0	0
21- 27	0	0	0	0	0	0	0	0
N=	29	30	27	31	21	24	77	85
MEAN	70	76	60	64	72	67	67	69

TABLE 11

IOWA SCORES - 6TH GRADE

W-3 KNOWLEDGE AND USE OF REFERENCE MATERIALS

OCTOBER, 1964

GRADE EQUIVALENT	O 61	X 61	O 62	X 62	O 63	X 63	TOTAL CONTROL O GROUP	TOTAL EXPERIMENTAL X GROUP
100-105	0	0	0	0	0	0	0	0
94- 99	0	0	0	0	0	0	0	0
88- 93	1	2	0	0	1	0	2	2
82- 87	1	3	0	0	1	0	2	3
76- 81	3	3	0	1	2	4	5	8
70- 75	3	6	1	2	2	1	6	9
64- 69	4	6	1	1	4	4	8	11
58- 63	6	2	4	4	9	7	19	13
52- 57	5	4	4	5	2	5	11	14
46- 51	2	5	8	4	0	1	10	10
40- 45	1	0	3	5	0	0	4	5
34- 39	2	0	6	5	2	1	10	6
28- 33	1	0	4	1	0	0	5	1
N=	29	31	31	28	23	23	83	82
MEAN	61	66	47	51	63	62	56	60

TABLE 12

IOWA SCORES - 6TH GRADE

W-3 KNOWLEDGE AND USE OF REFERENCE MATERIALS

MAY, 1965

GRADE EQUIVALENT	O 61	X 61	O 62	X 62	O 63	X 63	TOTAL CONTROL O GROUP	TOTAL EXPERIMENTAL X GROUP
100-105	0	2	0	0	0	0	0	2
94- 99	2	2	0	0	0	1	2	3
88- 93	2	0	0	0	1	1	3	1
82- 87	3	6	1	2	3	3	7	11
76- 81	3	7	0	1	3	2	6	10
70- 75	5	4	2	4	2	3	9	11
64- 69	7	4	3	3	5	4	15	11
58- 63	3	2	5	8	1	4	9	14
52- 57	2	2	5	3	3	3	10	8
46- 51	1	1	4	4	2	2	7	7
40- 45	0	0	1	1	1	0	2	1
34- 39	0	0	4	5	0	1	4	6
28- 33	1	0	0	0	0	0	1	0
N=	29	30	27	31	21	24	77	85
MEAN	71	76	54	58	68	66	64	67

TABLE 13
IOWA SCORES - 8TH GRADE
W-1 MAP READING
OCTOBER, 1964

GRADE EQUIVALENT	0 81	X 81	0 82	X 82	0 83	X 83	TOTAL CONTROL 0 GROUP	TOTAL EXPERIMENTAL X GROUP
120-127	0	0	0	0	0	0	0	0
112-119	1	3	0	0	0	0	1	3
104-111	0	2	1	0	1	4	2	6
96-103	1	7	1	0	0	4	2	11
88- 95	4	10	3	2	4	10	11	22
80- 87	5	2	4	4	6	6	15	12
72- 79	8	4	4	1	8	9	20	14
64- 71	3	5	8	4	3	4	14	13
56- 63	1	1	2	6	2	0	5	7
48- 55	4	0	5	9	2	2	11	11
40- 47	2	0	4	2	0	0	6	2
32- 39	0	0	0	2	0	1	0	3
N=	29	34	32	30	26	40	87	104
MEAN	73	88	68	61	76	83	72	78

TABLE 14
IOWA SCORES - 8th GRADE
W-1 MAP READING
MAY, 1965

GRADE EQUIVALENT	0 81	X 81	0 82	X 82	0 83	X 83	TOTAL CONTROL 0 GROUP	TOTAL EXPERIMENTAL X GROUP
120-127	0	1	0	0	0	0	0	1
112-119	0	2	0	0	0	6	0	8
104-111	1	5	0	0	3	6	4	11
96-103	2	8	1	2	6	9	9	19
88- 95	7	11	4	5	5	6	16	22
80- 87	9	0	5	4	5	2	19	6
72- 79	3	1	5	7	5	3	13	11
64- 71	2	3	9	4	0	0	11	7
56- 63	1	1	3	1	3	0	7	2
48- 55	1	0	1	2	1	0	3	2
40- 47	2	0	0	0	0	0	2	0
32- 39	0	0	0	1	0	0	0	1
N=	28	32	28	26	28	32	84	90
MEAN	81	94	74	76	86	99	80	91

TABLE 15

IOWA SCORES - 8TH GRADE

W-2 READING GRAPHS AND TABLES

OCTOBER, 1964

GRADE EQUIVALENT	O 81	X 81	O 82	X 82	O 83	X 83	TOTAL CONTROL O GROUP	TOTAL EXPERIMENTAL X GROUP
120-127	1	2	0	0	0	1	1	3
112-119	1	4	0	0	1	2	2	6
104-111	0	2	0	0	3	5	3	7
96-103	0	5	1	2	1	9	2	16
88- 95	5	7	2	1	1	13	8	21
80- 87	5	5	6	5	10	6	21	16
72- 79	8	8	8	9	5	3	21	20
64- 71	3	1	7	3	2	0	12	4
56- 63	3	0	2	2	0	0	5	2
48- 55	2	0	5	1	1	0	8	1
40- 47	0	0	1	6	1	0	2	6
32- 39	1	0	0	1	1	1	2	2
N=	29	34	32	30	26	40	87	104
MEAN	77	91	70	68	80	92	75	85

TABLE 16

IOWA SCORES - 8TH GRADE

W-2 READING GRAPHS AND TABLES

MAY, 1965

GRADE EQUIVALENT	O 81	X 81	O 82	X 82	O 83	X 83	TOTAL CONTROL O GROUP	TOTAL EXPERIMENTAL X GROUP
120-127	0	4	0	0	1	3	1	7
112-119	2	5	0	1	0	4	2	10
104-111	1	4	0	0	2	5	3	9
96-103	8	7	1	3	7	13	16	23
88- 95	2	5	0	3	5	5	7	13
80- 87	4	6	3	7	4	1	11	14
72- 79	5	1	12	3	5	1	22	5
64- 71	4	0	4	2	0	0	8	2
56- 63	1	0	1	2	1	0	3	2
48- 55	1	0	3	3	1	0	5	3
40- 47	0	0	4	2	2	0	6	2
32- 39	0	0	0	0	0	0	0	0
N=	28	32	28	26	28	32	84	90
MEAN	85	101	68	77	86	103	79	95

TABLE 17

IOWA SCORES - 8TH GRADE
W-3 KNOWLEDGE AND USE OF REFERENCE MATERIALS

OCTOBER, 1964

GRADE EQUIVALENT	O 81	X 81	O 82	X 82	O 83	X 83	TOTAL CONTROL O GROUP	TOTAL EXPERIMENTAL X GROUP
120-127	0	0	0	0	0	1	0	1
112-119	0	1	0	0	0	0	0	1
104-111	1	4	0	0	0	13	1	17
96-103	4	11	0	1	1	6	5	18
88- 95	8	12	4	1	10	12	22	25
80- 87	3	5	7	3	4	4	14	12
72- 79	7	1	8	6	5	2	20	9
64- 71	2	0	8	6	6	1	17	7
56- 63	2	0	1	8	0	0	3	8
48- 55	2	0	4	3	0	0	6	3
40- 47	0	0	0	2	0	0	0	2
32- 39	0	0	0	0	0	1	0	1
N=	29	34	32	30	26	40	87	104
MEAN	81	95	73	67	82	95	78	87

TABLE 18
IOWA SCORES - 8TH GRADE
W-3 KNOWLEDGE AND USE OF REFERENCE MATERIALS

MAY, 1965

GRADE EQUIVALENT	O 81	X 81	O 82	X 82	O 83	X 83	TOTAL CONTROL O GROUP	TOTAL EXPERIMENTAL X GROUP
120-127	0	2	0	0	0	1	0	3
112-119	1	5	0	0	0	5	1	10
104-111	2	6	0	0	10	17	2	23
96-103	6	11	1	1	4	4	11	16
88- 95	7	7	3	4	10	3	20	14
80- 87	4	1	9	8	11	2	24	11
72- 79	5	0	3	2	1	0	9	2
64- 71	2	0	6	8	1	0	9	8
56- 63	1	0	3	3	0	0	4	3
48- 55	0	0	3	0	1	0	4	0
40- 47	0	0	0	0	0	0	0	0
32- 39	0	0	0	0	0	0	0	0
N=	28	32	28	26	28	32	84	90
MEAN)	88	103	75	77	87	105	83	96

TABLE 19

STEP SCORES - 4TH GRADE

OCTOBER, 1964

CONVERTED SCORE	0 41	X 41	0 42	X 42	0 43	X 43	TOTAL CONTROL 0 GROUP	TOTAL EXPERIMENTAL X GROUP
264-266	0	0	0	0	0	0	0	0
261-263	0	0	0	0	0	0	0	0
258-260	0	0	0	0	0	0	0	0
255-257	0	0	0	1	0	0	0	1
252-254	0	0	0	1	0	1	0	2
249-251	2	0	1	1	2	0	5	1
246-248	2	3	4	2	2	1	8	6
243-245	4	4	0	2	1	3	5	9
240-242	6	5	5	3	4	3	15	11
237-239	6	10	7	6	5	9	18	25
234-236	4	3	3	8	4	6	11	17
231-233	3	1	6	5	6	2	15	8
228-230	3	2	2	1	5	3	10	6
225-227	3	1	1	1	3	5	7	7
N=	33	29	29	31	32	33	94	93
MEAN	237.5	238.7	237.6	238.5	235.8	235.8	237.0	237.6

TABLE 20

STEP SCORES - 4TH GRADE

MAY, 1965

CONVERTED SCORE	0 41	X 41	0 42	X 42	0 43	X 43	TOTAL CONTROL 0 GROUP	TOTAL EXPERIMENTAL X GROUP
264-266	0	0	1	0	0	0	1	0
261-263	0	0	0	0	0	1	0	1
258-260	0	2	1	0	1	0	2	2
255-257	0	3	1	1	1	1	3	5
252-254	2	2	4	1	4	0	10	3
249-251	2	3	6	1	1	2	9	6
246-248	3	8	4	7	5	4	12	19
243-245	8	3	4	3	1	5	13	11
240-242	4	6	5	4	3	6	12	16
237-239	5	4	0	6	5	5	10	15
234-236	2	0	3	3	3	6	7	9
231-233	2	1	2	4	7	3	11	8
228-230	0	0	1	1	2	2	3	3
225-227	0	0	0	0	1	2	1	2
N=	28	32	32	31	34	37	94	100
MEAN	242.3	246.5	245.9	241.3	240.4	240.2	243.1	242.6

TABLE 21

STEP SCORES - 6TH GRADE

OCTOBER, 1964

CONVERTED SCORE	O 61	X 61	O 62	X 62	O 63	X 63	TOTAL CONTROL O GROUP	TOTAL EXPERIMENTAL X GROUP
294-299	0	0	0	0	0	0	0	0
288-293	0	0	0	0	0	0	0	0
282-287	0	1	0	0	0	0	0	1
276-281	0	0	0	1	0	0	0	1
270-275	0	1	0	0	1	3	1	4
264-269	6	4	0	0	5	3	11	7
258-263	6	4	3	3	5	7	14	14
252-257	9	8	3	3	5	2	17	13
246-251	7	9	11	6	7	6	25	21
240-245	0	3	11	13	2	1	13	17
234-239	0	1	2	3	0	1	2	5
228-233	0	1	2	1	0	0	2	2
222-227	0	0	0	1	0	1	0	2
N=	28	32	32	31	25	24	85	87
MEAN	257.3	254.2	246.0	245.9	256.3	256.3	252.7	251.8

TABLE 22

STEP SCORES - 6TH GRADE

MAY, 1965

CONVERTED SCORE	O 61	X 61	O 62	X 62	O 63	X 63	TOTAL CONTROL O GROUP	TOTAL EXPERIMENTAL X GROUP
294-299	0	1	0	0	0	0	0	1
288-293	1	0	0	1	0	0	1	1
282-287	0	1	0	0	1	0	1	1
276-281	1	2	0	0	0	2	1	4
270-275	4	3	0	0	3	1	7	4
264-269	8	3	0	1	4	4	12	8
258-263	4	7	5	3	5	7	14	17
252-257	5	6	5	4	4	4	14	14
246-251	3	5	11	10	3	3	17	18
240-245	0	1	6	6	1	5	7	12
234-239	1	0	1	3	0	0	2	3
228-233	0	0	0	1	0	0	0	0
222-227	0	0	0	1	0	0	0	1
N=	27	29	28	29	21	26	76	84
MEAN	262.9	262.1	250.1	249.4	260.7	258.1	257.6	256.5

TABLE 23

STEP SCORES - 8TH GRADE

OCTOBER, 1964

CONVERTED SCORE	O 81	X 81	O 82	X 82	O 83	X 83	TOTAL CONTROL O GROUP	TOTAL EXPERIMENTAL X GROUP
306-311	0	0	0	0	0	0	0	0
300-305	0	0	0	0	0	0	0	0
294-299	0	2	0	0	0	1	0	3
288-293	0	0	0	0	0	3	0	3
282-287	0	5	0	1	0	4	0	10
276-281	7	7	0	0	4	11	11	18
270-275	6	5	4	0	8	11	18	16
264-269	7	7	7	3	6	5	20	15
258-263	5	5	6	7	8	2	19	14
252-257	4	1	5	11	1	0	10	12
246-251	0	0	6	4	0	0	6	4
240-245	0	0	0	1	0	1	0	2
234-239	1	0	0	0	0	1	1	1
N=	30	32	28	27	27	39	85	98
MEAN	266.4	273.1	259.8	257.6	267.8	273.6	264.7	271.7

TABLE 24

STEP SCORES - 8TH GRADE

MAY, 1965

CONVERTED SCORE	O 81	X 81	O 82	X 82	O 83	X 83	TOTAL CONTROL O GROUP	TOTAL EXPERIMENTAL X GROUP
306-311	0	0	0	0	0	1	0	1
300-305	0	1	0	0	0	0	0	1
294-299	0	0	0	0	0	3	0	3
288-293	0	5	0	0	0	7	0	12
282-287	5	2	1	1	1	3	7	6
276-281	3	12	4	2	9	12	16	26
270-275	5	3	3	3	7	5	15	11
264-269	7	8	6	5	5	2	18	15
258-263	5	2	11	6	4	1	20	9
252-257	2	0	1	11	1	0	4	11
246-251	0	0	1	1	1	0	2	1
240-245	0	0	1	0	0	0	1	0
234-239	0	0	0	0	0	0	1	0
N=	27	33	28	29	28	34	83	96
MEAN	270.5	276.6	264.9	262.0	270.5	281.4	268.6	273.9

APPENDIX F

MATERIALS USED IN THE ATTITUDE SURVEY

1 CATEGORIES OF QUESTIONS INCLUDED IN THE ATTITUDE SURVEY WITH KEY TO CLASSIFICATION OF QUESTIONS

2 COPY OF ATTITUDE SURVEY INSTRUMENT

3 FORM USED FOR ANALYSIS OF ATTITUDE SURVEY DATA

1. CATEGORIES OF QUESTIONS INCLUDED IN THE ATTITUDE SURVEY WITH KEY TO CLASSIFICATION OF QUESTIONS

1	Primary Social Groups:	
	family roles	19, 29, 32, 39, 41, 44,
	family living	50, 58, 60, 62, 64
2	Secondary Social Groups:	
	school	14, 15, 35
	government	25, 33, 36, 52
	religions	4, 10, 21, 31
	informal associations	17, 34, 49, 56, 63
3	Racial-Ethnic Differentiation	3, 6, 11, 16, 20, 37, 38, 42, 66
4	Occupational Classifications	7, 13, 18, 24, 30, 40, 51
5	View of the United States in relation to the World	1, 12, 22, 23, 43, 53, 54, 59
6	News Media and Advertising	2, 27, 28, 48, 55, 61
7	Choice	5, 8, 9, 45, 46
8	The Arts	26, 47, 57, 65

ATTITUDE SURVEY ANALYSIS

Item Number		A strongly agree		B agree		C undecided		D disagree		E strongly disagree		
		1	2	1	2	1	2	1	2	1	2	
	041											
	41											
	042											
	42											
	043											
	43											
	061											
	61											
	062											
	62											
	063											
	63											
	086											
	86											
	087											
	87											
	089											
	89											
	041											
	41											
	042											
	42											
	043											
	43											
	061											
	61											
	062											
	62											
	063											
	63											
	086											
	86											
	087											
	87											
	089											
	89											

PROVIDENCE SOCIAL STUDIES CURRICULUM STUDY

ATTITUDE SURVEY

GRADE 6

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1. The home of the United Nations should not be in the United States.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

2. Advertising makes the people buy certain goods.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

3. All persons, no matter what their race, should be able to go to school.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

4. People who have no religion are not very nice people.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

5. Most people become angry if other people do not agree with them.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

6. All persons, no matter what their race, should be able to hold public office if they meet the requirements.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

7. People who have no money are poor because they do not work hard.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

8. Everyone has a right to think what he wants to think.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

9. There are some people in the United States who like the ideas of the Communists.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

10. All people who believe in God are good and honest.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

11. All persons, no matter what their race, should be able to buy or rent property anywhere if they have the money.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

12. The United Nations has done a good job in keeping world peace.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

13. People who work in factories are not smart and have no ideas of their own.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

14. Education does only one thing for a person. It helps him find a job with more money.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

15. Most teachers do not really care about their pupils.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

16. A person should not be friends with people who belong to a race other than his.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

17. Teenagers today show us how they feel by following the crowd.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

18. People make a great deal of money only if they hold a college degree.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

19. While at home, children spend most of their time watching TV.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

20. All persons should be able to hold public office if they meet the requirements.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

21. People of different religions should not marry each other.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

22. Americans are more generous than any other people in the world.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

23. The rest of the world depends on the United States for survival.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

24. Only men should go to college.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

25. The American form of government is the best form of government for all peoples in the world.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

26. Music, poetry, and the dance are forms of art.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

27. Most magazines are bought and not read.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

28. Ads on television do not necessarily sell good products.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

29. Parents understand all of their children's ideas.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

30. People think that certain kinds of work are more important than other kinds of work.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

31. A person should be friends with people who belong to a church other than his.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

32. The best place to bring up children is outside the city.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

33. It doesn't matter whether or not a person votes.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

34. No money and little education cause children to get into trouble.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

35. Most children do not like to go to school because school is a dull and drab place.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

36. Most politicians work for the good of the people.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

37. All persons should be able to buy or rent property anywhere if they have the money.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

38. Foreigners do not belong in America.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

39. Parents today do not spend enough time with their children.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

40. People who work in offices are more important than people who work in factories.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

41. People move outside the city because a better class of people live there.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

42. There are still people in the United States who do not have equal rights.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

43. Other countries are not as clean as America.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

44. A woman's place is in the home.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

45. In a democratic society every person is respected for what he is and for what he believes.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

46. America is a democratic society.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

47. Most people in our state take advantage of the excellent Museum of Art at Rhode Island School of Design.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

48. Television, radio, and newspapers do not give good reports of world news.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

49. A person should only be friends with those members of his own class.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

50. The father is no longer the head of the house.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

51. Some people who did not go to college make more money than some who did go to college.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

52. Policemen protect all people equally well.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

53. People who live in other countries should look up to Americans because Americans are richer and smarter.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

54. There are still people in the world who do not have enough to eat.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

55. Advertising is necessary to sell products.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

56. Teenagers do what the group does to become members of a particular group.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

57. Art plays a part in everyday living when people do such things as select clothing, furniture, cars, and the like.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

58. Children today have too much freedom in their actions.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

59. Most people who live in other countries would really like to live in America.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

60. Parents who are strict are really interested in the welfare of their children.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

61. Most people read only the sports page and the comic page in the newspaper.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

62. Parents allow their children to make many decisions.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

63. People generally make friends with other people who make the same amount of money that they do.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

64. Parents would like to decide what their children are going to be.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

65. Most people do not know about the many plays and concerts that take place in Providence.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree

66. All persons should be able to go to school.

A	B	C	D	E
↓	↓	↓	↓	↓
strongly agree	agree	undecided	disagree	strongly disagree